THE TIMES
# Educational Supplement

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## 'Unacceptable' pay deal to be ratified

by James Meikle

The Labour-led local authorities and most teachers' negotiators are expected to rubber-stamp the pay and structure deal they know is unacceptable to the Government, next Wednesday.

Ratification, at what may be the last meeting of the Burnham Committee, will be conditional on ministers agreeing to fund nearly half of the Bill, and dropping plans to take away the bargaining rights of teachers and their employers.

The negotiators hope to finalize proposals for a joint negotiating committee, covering both pay and conditions, which could dissuade the Government from setting up an interim advisory body to replace Burnham.

Mr Kenneth Baker, the Education Secretary, has promised to consider such proposals, while remaining adamant that the Education Bill opening the way for Government-imposed pay packages must continue its passage through Parliament. The House of Lords debates the Bill on January 12.

Mr Baker last week met representatives of the Trades Union Congress, which is alarmed by the prospect of other public sector workers losing negotiating rights. Teachers on the delegation regarded the session as useful but saw no sign of a change of mind by the Government.

The Society of Education Officers has joined attacks on the Bill, saying it is a blatant attack on local democracy.

The employers are expected to propose to teachers that the Government should be represented on a national joint council without the power to veto total sums involved – a power that ministerial representatives on Burnham had until recently. However, Parliament could exercise a veto on economic grounds.

The National Union of Teachers and the National Association of Schoolmasters/Union of Women Teachers, support the principle of an NJC but will have further talks with TUC colleagues representing other local government workers on Tuesday before agreeing details.

Employers may table amendments to the pay and structure proposals, agreed by the NUT and the Assistant Masters and Mistresses Association, at the Burnham meeting. These involve an addition to the number of Principal Teachers, to bring the proportion of promoted posts slightly closer to the 50 per cent envisaged by Mr Baker, and a slight delay in implementation to make sure the costs fall within the £608 million cash limit up to April 1988 fixed by the Government.

The Labour authorities will not force the issue, however. They have promised to sign formal acknowledgements of the egalitarian pay and structure proposals hammered out in Nottingham and London last November if the majority of union negotiators vote against changes.

## New post for Brent CEO

Mr Adrian Parsons, the former chief education officer of Brent, is to become chief inspector of schools for Conservative-controlled Solihull in the New Year.

Mr Parsons resigned last May – two months after Labour gained control of the North London borough. He declined to give reasons for his resignation at the time but later hinted at undue political pressure to implement the education committee's anti-racist policies.

Mrs Veronica Crichton, public relations advisor to Mr Ken Livingstone when he was leader of the GLC, has been recruited by Brent Council to improve its public image.

Right-wingers launch privatization plan

## Authorities in bid to fend off Tory assault

by Jeremy Sutcliffe

Local education authorities are rallying to meet an expected concerted onslaught on their autonomy from the Conservative Party and right-wing intellectuals in the run-up to the next general election.

L.e.a. leaders believe there is a Tory consensus for radical reform in education including the removal of state schools from local control and the reintroduction of selective education.

This week Mr Gordon Cunningham, the Association of County Councils' education officer, hit back at a new report by a right-wing Tory pressure group which spells out those demands.

He accused the Hillgate Group's authors of "enormous naïveté" warning that many schools in poorer areas would go to the wall if l.e.a.s were to lose control of state education.

He said: "There seems to be a consensus that there is a lot wrong that needs to be put right in education, but that consensus appears to be based on a handful of examples.

"What I find unjust is the assumption that, because three or four authorities are well known for some activity or other which attracts hostility and, on the face of it, seems difficult to justify, there is then a leap towards saying all authorities behave badly.

"What they are doing is turning the British view that you are innocent until proved guilty on its head, and are quietly assuming that all l.e.a.s are guilty. That state of affairs is likely to continue in the run-up to the general election."

The rallying cry is expected to be taken up on behalf of the l.e.a.s next week when many of the country's leading educationists meet in Rotherham for the North of England Education Conference.

The tone of the two-day conference – at which Mr Kenneth Baker, the Education Secretary, and Labour's deputy leader, Mr Roy Hattersley, are due to speak – will be set by its president, Mr Christopher Price.

The director of Leeds Polytechnic is believed to be planning a stinging rebuke to Mr Baker for his policies.

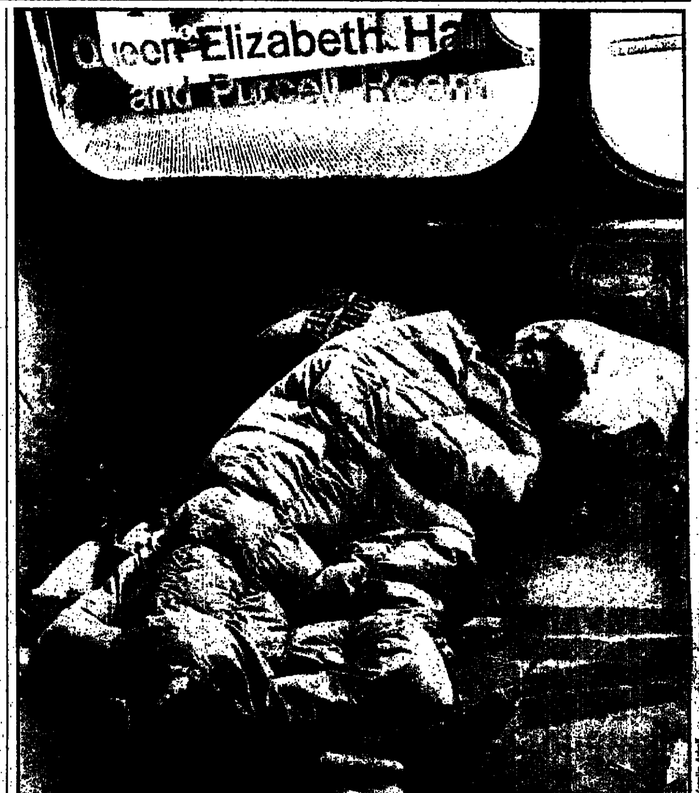
Mr Price is also likely to tell Mr Baker that the North will not accept privatization of schools and to warn of the dire consequences of crippling or disbanding l.e.a.s.

Sir Peter Newsam, the newly-knighted chairman of the Commission for Racial Equality and a former chief education officer of the Inner London Education Authority, is also planning to oppose the calls to clip l.e.a. wings. But his support is likely to be tempered with a warning that authorities must function efficiently and wihhin the law.

The Hillgate Group's report, *Whose Schools? – A Radical Manifesto*, has been dismissed by a traditional right-wing figure, Dr David Muffett, the chairman of Conservative-controlled Hereford and Worcester education committee, as grossly insulting to the vast majority of l.e.a.s.

He said: "What I object to is the arrival of these Johnny-come-latelies setting themselves up as judges of the maintained sector when so few of them have any direct experience of life at that level."

Pressure group urges privatization of state schools – page 6




Down and out in London . . . at the start of the international year of shelter for the homeless a young man beds down at the capital's South Bank arts complex where 200 people now sleep out each night. Housing charities say a rise in the number of young people with nowhere to stay could lead to the growth of shanty towns in London and other cities.

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# An election casts its shadow ...

**Nineteen-eighty-seven is going to be an election year – either because Mrs Thatcher calls a general election or because, while everyone waits for her to do so, the electioneering goes on unabated.**

**Some election issues are beginning to stand out clearly. Everybody seems to think education is going to figure prominently in the Conservative platform. Labour, too, expects to pull together a set of proposals which will mobilize public discontent about cuts and "standards" and point the nation fearlessly forward to the 1960s. The Alliance also casts nostalgic glances towards pre-Thatcher times, while coming out confidently for a combined Ministry of Education and Training and, like Labour, promising a general reform of 16–19.**

**The fact is, however, that whatever anyone may say about the importance of education as an election issue, it is invariably other matters which bring the floating voters down to earth. It will be questions of doubt and confidence – the balance between hope and apprehension in the nation at large. We live in a community which has apparently come to accept an inordinately high level of unemployment and has been taught to be sceptical about facile political remedies. Whatever people tell the pollsters about their priorities; whatever they say about their preferences for this policy or that politician, in the end governments live or die by the total impression they have created in the voters' minds (and pockets) and the contrast between that impression and those projected by the opposition parties. Education is only one fragment of the mosaic which the parties assemble to represent their convictions and their corporate personalities.**

**So, in 1987 what is the education story going to be all about? First, there's the pay dispute and how it is to be settled. Is it to be imposed or negotiated – a deal or a decree? Scotland has settled but there is no sign as yet of a deal south of the border. Mr Baker has the headlines and the box seat – a Bill in the Lords and access to the media as the fearless defender of the people's education against the troublesome teachers and the feckless local authorities. But is this the message which will get across to the voters? Can Mr Baker deliver peace or will the dispute just rumble on?**

**Another education story is the belated preparations for GCSE, the attempt to make up for lost time (20 years of lost time). Now it seems Mr Baker has his own critics on the extreme Right (see below) coming out in wholesale condemnation of the new exam. It will be interesting to see how he deals with his backwoodsmen. It is fortunately too late for him to turn back. But the backwoodsmen have credibility in Downing Street.**

**Then there are the manifestos and the attempt to find something big and brassy to put in front. For the Conservatives this means more central control and gimmicks like the city technology colleges or privatization (in however modest a form) to exploit the unpopularity of the local authorities. For Labour and the Alliance it means finding new formulas for what are essentially old policies. But, on reflection, what is wrong with this? All too often, the parties discard policies long before they have had time to put them into effect (think of the tripartite system, which never had time to become either tripartite or a system). Who wouldn't vote for a party which promised less educational policy and more sustained support for the schools and colleges in their present tasks – a moratorium on bright ideas and a chance to get on with some serious work? Is there no politician in search of a New Year resolution who could latch on to this?**

# New threat from the new Right

Shorn of all the clap-trap – a big shearing, it must be said – the educational reforms demanded this week by the old firm of Cox and Marks *et al* (page 6) are simple and familiar.

The plan is to privatize the schools and cut out the local education authority. Every maintained school would be turned into a charitable trust administered by its own board of governors. These new quasi-independent schools would be paid for by a direct grant from the DES – so much per pupil. The grant would attach to the pupil not the school, so if a parent moved a child from school A to school B, school A would promptly lose that child's "fees" and school B would gain.

The appeal of privatization is that it abolishes one system with known faults and substitutes another on which the gullible can pin untested hopes. To tell 28,000 separate trusts to go it alone would be a gigantic act of faith, based on the false doctrine that independent schools are intrinsically better than schools run by public bodies. At the root of this proposal is old-fashioned English snobbery.

The present system is too unreliable, too patchy. It is too easy for responsibility for its defects to be shuffled between central and local government. But to replace l.e.a.s and local school systems with private schools not linked in any local system must make things even more uneven and patchy. If education is to be a statutory obligation, there need to be statutory authorities to provide and oversee it. Anyway, that's what every other modern state has concluded.

There are two new ingredients in this latest propaganda drive. First, there are a few additions to the cast of characters. The headmaster of Eton, Mr Eric Anderson, and the Warden of Radley, Mr Dennis Silk, have been unwise enough to associate themselves with the Cox, Marks and Scruton team. Whatever they may think of the actual proposals, they must have obvious reservations about the farrago of half-truths and exaggeration with which the attack on the present system is trumpeted.

What are the heads of two of the most famous independent schools doing giving their approval to the unmeasured attack on their colleagues in the state sector, which lurks behind all this fevered prose? How much do they know about Brent, Haringey and the ILEA apart from what they read in the press which, regrettably, is often distorted?

This is a political exercise, aimed at the Conservative election manifesto. The sad thing is that the authors appear to believe that, because they want to influence political attitudes, they must clothe their arguments in highly-coloured and tendentious prose, as if this were the only kind of language appropriate to the task. They seem to think that political campaigning demands sweeping generalizations, which in any normally rational mood they would acknowledge to be gross and misleading over-simplifications.

The attack on the local authorities is almost exclusively concentrated on the ILEA, Brent and Haringey and the emphasis is on what politicians say rather than on what actually happens in schools. The authors object – as many people do – to what they regard as the politicization of the curriculum and the excesses (the ILEA, Brent and Haringey, again) of anti-racism, peace studies, "anti-heterosexism" and what not. But generalizations based on these selected examples have an absurdly shrill note. Even the headmasters of Eton and Radley must notice that.

The authors of the pamphlet are particularly strongly opposed to the GCSE – one of Sir Keith's most cherished reforms – which they think is bound to result in widespread fraud because there is to be an element of continuous assessment by the examinee's own teachers ("a practice almost certain to lead to local corruption and which threatens a general decline in standards").

The pamphlet is dotted with statements which are so palpably overblown as to be less than half true. "It is now almost impossible to say publicly . . . that education is not an 'instrument' but an end in itself" – this comes plainly from the querulous pen of Professor Scruton – but what utter nonsense it is: who is stopping anyone from making such an observation?

The second new ingredient in this restatement of the radical Conservative scenario is much more serious. It comes in the form of a side-swipe at the Inspectorate for being tarred with the same brush as the rest of the educational establishment and having failed to see the light which has dawned on the headmasters of Eton and Radley.

The demand is for an independent inquiry into the Inspectorate, but the hidden objective is a purge to make the HMIs less liberal in their views.

If Mr Baker listens to this it would be really serious. Fortunately he is likely to be as aware as anyone of the minefield which would open up before him and there is no reason to believe that he is as illiberal as the Hillgate Group.

To undermine the quasi-autonomy of HMI would be political vandalism of the worst kind. It would destroy something which could never be recreated. As the external ideology changes so too does the Inspectorate's ideology, but heaven forbid that HMIs should be instructed in these matters by the temporary incumbent of Elizabeth House.

Second opinion

# Management without tiers

The late Les Horner, formerly chief inspector in Rotherham, told a story about the introduction of responsibility allowances. Shortly after his return to teaching after the war, his head sent for him: the education office in Wakefield (Les was a West Riding man) said that the school now had a responsibility allowance. The head's view was that he had the responsibility and the teachers taught. But he supposed Les, who was re-establishing himself after his return to civilian life, had better have the allowance. Another ex-serviceman returned. The head sent for Les again. It was unfair for only one of them to have the allowance; would Les divide it? Finally Les was dividing the allowance between four ex-servicemen – 1s 6d a week each.

Les spoke with the authority of many years' primary and secondary teaching experience and the headship of one of West Riding's outstanding schools. His point was that the deployment of excellence in a school was a corporate matter and worked best when fully shared by all teachers. Within the classroom the responsibility was individual and it didn't much help the children of one class for the teacher next door to have an allowance.

Michael Duffy, for the secondary heads, argues that their schools need at least four tiers below deputy-head or six in all. Changes in the organizational structures of schools, however, have always followed changes in the structure of remuneration.

Charles Handy has observed that the Catholic Church manages with five tiers in all. A few miles down the A1, Michael Duffy will find a large educational establishment with three levels below vice-chancellor, American high schools have much more complex organizations than English schools (with years one to four able to attend the same "electives") but manage with a single scale and departmental chairpeople.

The Secretary of State for Education, who wants even more tiers, bases his position on the need to offer financial incentives both for good teachers and to help recruitment in shortage subjects. There are considerable problems in rewarding, financially, good teaching: first, identifying the good teaching, which is easier to say than to define; second, stability with time – the relative merits of teachers change but the extra pay once awarded is not removable; third, the limited number of allowances – good teachers are not a fixed proportion of the total; fourth, the irrelevance – there is no evidence that teachers either improve or maintain their performance because of the expectation of financial reward.

The evidence from studies of firms is that where job satisfaction is important, financial incentives do not necessarily encourage those who are already doing well, but increasing differentials can lead to worse performance by demotivating those who believe themselves unfairly discriminated against. Financial incentives tend to work only in tightly structured organizations and then only when the incentives are closely related to outcomes and there are very careful controls to stop evasion. In more flexible organizations, morale is of greater importance.

Will differentials help recruitment in shortage subjects? No differentials are proposed in starting salaries. There is evidence that young people are not well-informed about prospects and make very inaccurate estimates about the salaries of those with some years' experience.

Far more relevant, probably, is the total output of qualified mathematicians and scientists. That would improve if the rewards in the job market were not so manifestly elsewhere. It is the overall status of teaching and the morale of the profession as a whole that will determine recruitment, as much in the shortage subjects as in the others; that requires high basic salaries.

The other factor is retention: it is doubtful if an additional payment of £1,000 would have much effect on someone who has decided on a major career change. And it won't do the morale of an English teacher with groups of 30 much good to find that the physics teacher next door with a group of 10 and less marking per pupil is earning more.

Organizational structures have been much discussed by theorists and much studied. The doyen of theorists, Luther Gulick, argued for a maximum span of control of six. It turns out that most managers control many more subordinates than this. Narrow spans of control result in may tiers and consequently very bureaucratic (and less successful) organizations. Japanese firms, not noticeably unsuccessful, tend to have very wide spans – a manager in one bank studied had over 100.

Taking a span of control of six only and assuming three deputy heads (as at present) in a large school, the Nottingham structure could provide for a head, three deputies, 18 at principal teacher 2 (six reporting to each of the deputy heads), 108 at principal teacher 1 (six for each principal teacher 2) and 648 at main professional grade. The relevant percentages don't work out, but that isn't a question of the number of tiers.

Applying the agreed percentages of principal teachers 1 and 2, a 150-teacher school, which must be among the largest, would have three deputies, 14 teachers at principal 2, 20 at principal 1 and 112 at main professional grade. It is not easy to see why a ration of 38 managers to 112 managed should present problems. The structure will provide for all major responsibilities.

Minor responsibilities will have to be undertaken by MPG teachers as part of their normal work. That is the whole point, surely. To pay extra would be self-defeating because those that aren't paid won't do the work.

**Michael Sterne**

*Michael Sterne is an educational administrator taking sabbatical leave to study educational management at the University of Warwick.*



NEWS

# New Year's honours list

**Knights Bachelor**

**Burnett**, John Harrison, principal and vice-chancellor, University of Edinburgh.
**Carr**, Albert Raymond Maillard, historian.
**Duthie**, Professor Herbert Livingston, Provost, University of Wales College of Medicine.
**Levitt**, John Roger, lately chairman, Association of County Councils.
**Newsam**, Peter Anthony, chairman, Commission for Racial Equality.
**Weatherall**, David John, Nuffield Professor of Clinical Medicine, University of Oxford.

**Order of the Bath**

**CB**

**Jameson**, John Richard, lately under-secretary, Department of Education and Science.

**Order of the British Empire**

**KBE**

**Norman**, Professor Richard Oswald Chandler, Chief Scientific Adviser, Ministry of Defence.
**Swinerton-Dyer**, Professor Sir Peter, chairman, University Grants Committee.

**CBE**

**Bone**, Thomas Renfrew, for services to education in Scotland.
**Cameron**, Kenneth, Professor of English Language, head of Department of English Studies, University of Nottingham.
**Ellis**, Harold, Professor of Surgery, Charing Cross and Westminster Medical School, University of London.
**Fisher**, Donald, County Education Officer, Hertfordshire.
**Jepson**, Professor Norman Alan, academic adviser, Prison Service College.
**Knight**, Warburton Richard, member, Technical and Vocational Education Initiative, National Steering Group.
**Macfarlane**, Professor Alistair George James, for services to engineering.
**Mason**, David Kean, Professor of Oral Medicine, University of Glasgow.
**Shuard**, Miss Hilary Bertha, director, National Curriculum Development Project, Primary Initiatives in Mathematics Education.
**Taylor**, Ian Galbraith, Professor of Audiology and Education of the Deaf, University of Manchester.
**Thornton-Kemsley**, Nigel Scott, chairman, Board of Governors, North of Scotland College of Agriculture.

**OBE**

**Ayde**, Alan Michael, director, Marine Technology Directorate, Science Engineering Research Council.
**Atwood**, Brian Godwin, general secretary, Association for Science Education.
**Bevan**, Dennis Malcolm, headmaster, Rose Hill Special School, Worcester.
**Birkin**, Miss Hilary, headteacher, Belsted Special School, Ipswich.
**Blair**, William Anthony Hollingsworth, headmaster, Croxteth School, Liverpool.
**Bradshaw**, David Charles Arthur, principal, Doncaster Metropolitan Institute of Higher Education.
**Buchanan-Riddell**, Miss Anne, lately registrar, University of York.
**Evans**, Hywel Iorwerth headmaster, Aberconwy Comprehensive School, Gwynedd.
**Harris**, Melville Isaac, principal, Gwent College of Higher Education.
**Harrison**, Miss Mary Margaret Maryilla, education officer (schools priority), Sandwell Local Education Authority.
**Henley**, Alden, deputy chief physical education officer, HM Prison Service.
**Higgins**, Peter Matthew, Professor of General Practice, Guy's Hospital Medical School, University of London.
**Jackson**, Professor Daphne Frances, for services to the Women's Engineering Society.
**Jones**, Herbert Fletcher, assistant education officer (youth), Wirral Local Education Authority.
**Mills**, Frank Charles, lately headmaster, Marshalswick School, St. Albans.
**Mullin**, Miss Patricia Mary, lately headteacher, St Gregory's Roman Catholic Comprehensive School, Kirkby.
**Murphy**, Michael Hector Francis, chief officer, Western Education and Library Board, Northern Ireland.
**Parkes**, Arthur, headmaster, Redruth Grammar School.
**Phillips**, Basil Bertram, lately secretary, City and Guilds of London Institute.
**Reeve**, Nigel Barrie Reginald, lately Professor of German and Head of Department of Linguistics and International Studies, University of Surrey.
**Robertson**, Miss Agnes Mary, lately deputy headteacher, Anderson High School, Lerwick.
**Robinson**, Thomas Keith, director, Glasgow Centre, Scottish Curriculum Development Service.
**Rounce**, Kenneth Victor, director of Extension Services, East of Scotland College of Agriculture.
**Schofield**, Jack, headmaster, Spurley Hey High School, Manchester.

**MBE**

**Allenby**, John Derek, higher scientific officer, Freshwater Biological Association, Natural Environment Research Council.
**Azam**, Sher, member, Bradford Area Manpower Board, Manpower Services Commission.
**Barnes**, Eric George, lately head, Department of Food and Domestic Trades, Southampton Technical College.
**Brightmore**, Mrs Rita, lately headteacher, Thomas Buxton Infants School, Tower Hamlets, Inner London Education Authority.
**Burton**, Miss Mary Hodson, lately headteacher, Gatestide Deaf Centre, Paisley.
**Davies**, David Foulkes, headteacher, Knighton County Primary School, Powys.
**Donnelly**, Oliver Thomas, for services to the community, particularly the welfare of young people, in Northern Ireland.
**Douglas**, James Alastair, lately principal examiner for nautical studies, Scottish Examination Board.
**Gillies**, Mrs Joan, headteacher, Margaret Sutton Special School, South Shields South Tyneside.
**Hanson**, Mrs Ann, deputy headteacher, Ifield Special School, Gravesend, Kent.
**Holmes**, Miss Dorothy Lesley, lately headteacher, Ravenswood Infant School, Newcastle upon Tyne.
**Ilus**, Tozammil (Tony), headteacher, Ladypool Primary School, Birmingham.
**Hyde**, Kenneth Hames, deputy headmaster, Wilshorpe School, Long Eaton Derbyshire.
**King**, Ian Grant, deputy headteacher, Downs Secondary School, Dartford, Kent.
**McCann**, Mrs Bernadette, lecturer II, department of General and Adult Education, North Trafford College of Further Education.
**Nancollas**, Henry John, headteacher, Bodmin Church of England primary school, Elmstead, Ashford, Kent.
**Osborn**, Mrs Sheila Margaret, toy library organizer, Leicestershire Branch, British Red Cross Society.
**Pinkerton**, Miss Dorothy Marion, primary/nursery adviser, Belfast Education and Library Board.
**Prentt**, Mrs Brenda Mary, director, Centre for Industry, Science, Technology Education Liaison. For services to Industry Year.
**Reynolds**, James David TD, headteacher, Penrhys Junior County primary school, Tylorstown, Rhondda, Mid Glamorgan.
**Rice**, George Horsman, adviser for outdoor education, Northumberland Local Authority.
**Wright**, Miss Brenda Mary, lately chairman, National Association of Nursery and Family Care.

**DIPLOMATIC AND OVERSEAS**

**Naylor**, Peter Brian, lately British Council Representative, Greece.

**OBE**

**Chenery**, Brian Peter, lately British Council Representative, Lesotho.
**Dinwiddie**, James Melvill, British Council Regional Representative, Calcutta.

**MBE**

**Dejean**, Edward, administrator, Ministry of Education, Bermuda.
**Lee**, David, Shi-tai director of administration, British Council, Hong Kong.
**Pizarro**, Charles Joseph, for services to education in Gibraltar.

**ISO**

**Judd**, Ralph Ernest, senior principal, Department of Education and Science.

**BEM**

**Andrews**, Mrs Particia Alice, toy library organizer, Holme Valley, Women's Royal Voluntary Service.
**Craigie**, Peter, secretary, East Region, Scottish Junior Football Association.
**Findlay**, Osborne Eaglesham, joiner and handyman, Craigie College of Education, Ayr.
**Gallimore**, Frank Halberry, lately caretaker, Leftwich high school, Norwich.
**Gear**, Robert Edward, caretaker, Folkestone School for Girls, Kent Local Education Authority.
**Hibbard**, Gilbert, senior technician, University of Sheffield.
**Johnston**, Joseph Horatio, lately craftsman and teacher, Ironbridge Gorge Museum.
**Jordan**, Kenneth Noel, caretaker, Omagh County primary school, Western Education and Library Board.
**Lear**, Albert John, groundsmen and caretaker, Queen Elizabeth's Grammar School, Ashborne.
**Nugent**, Mrs Barbara Keith McBain, Law, cleaning supervisor, Duncan of Jordanstone College of Art.
**Vann**, Mrs Frances Jane, school crossing warden, Lancashire Constabulary.


Donald Fisher


John Lovell


Peter Newsam

Ian Nash on what teachers want from in-service training

# Unearthing INSET needs

A north of England education authority has called for a nationally approved credit transfer system to help shape the future of in-service teacher training.

The recommendation follows an exploratory survey of the in-service training (INSET) needs of more than a third of teachers in Bradford.

Under such a transfer scheme, an in-service certificate in management studies gained in Bradford would be equally valid in, say, Cornwall. Moreover, the in-service experience and qualifications could be built upon as teachers move from one part of the country to another.

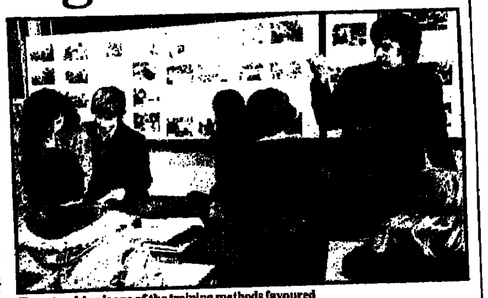
Considerable emphasis on the need to gain qualifications was stressed by teachers and reflects the increasing frustration of teachers who feel unable to move schools and whose promotion prospects are blocked by the lack of qualifications, the survey suggests.

Most teachers expect considerable improvements in INSET under new specific grant arrangements which take effect this year, says the survey, conducted to draw up proposals for the Department of Education and Science.

Nine out of ten teachers who responded to the questionnaire said they saw INSET and staff development as a part of their professional responsibility.

But virtually all the 878 participants insisted on adding a rider somewhere on the questionnaire that the l.e.a. had responsibility for guaranteeing financial support and "adequate supply cover."

Individual INSET needs ranged from the simple "survival tactic of just hanging on until things get better" to sophisticated plans for career development, including taking higher degrees, gaining broader experience in other schools and experience in industry and commerce.


Team teaching is one of the training methods favoured

The overwhelming curriculum demand was for training in information technology; requested by seven out of ten teachers. This was closely followed by the call for INSET in mathematics, special needs and science.

Demand for information technology was greatest among college and upper school teachers. Upper school staff also stressed the need for help with the GCSE. In middle schools, special needs were given greatest emphasis and in first schools, mathematics and science dominated.

Perhaps the most surprising result is the low priority teachers attach to the need for INSET in counselling and pastoral care. When asked about professional development, all teachers stressed the need for management skills training and nine out of ten stressed the need for further qualifications.

Only a quarter to one-fifth cited counselling and pastoral care, and it is in the light of the priorities emphasized by teachers that the authority stressed the need for regional and national credit transfer schemes leading to nationally-recognized qualifications.

"Requests for help at all levels with management skills reflects the demands of a maturing profession and teachers increasing involvement, or concern that they should be involved, in the management of their own institutions," says the report.

Teachers centres proved the most popular venues for INSET, closely followed by the teachers' own schools. Preferred arrangements for training were a combination of lectures, seminars, workshops and research, with a call for more team teachers in the lower schools.

*The In-Service Needs of Bradford's Teachers*. Published by City of Bradford Metropolitan Council and Bradford and Ilkley Community College, price £1.50.

# Parents of vandals may be sued

by James Meikle

Legal officers for Gwent education authority are investigating whether they can sue the parents of young vandals who badly damaged two primary schools.

All but one of the children involved were under 10-years-old, the lowest age at which a child can be accused of criminal behaviour, but Mr Graham Powell, the county's education chairman, wants to know whether parents can be sued through the civil courts.

In one attack, three children aged seven, eight and nine, broke into Panisidis Infant and Junior school, Newbridge, ransacked cupboards and desks, daubed walls with graffiti and poured detergent on floors. Two of them were pupils at the school.

St Dial's primary school, Cwmbran, suffered damage put at thousands of pounds after a fire was started by two eight-year-olds and a ten-year-old boy who has been interviewed by police.

● Avon education authority is to launch an inquiry into the growing incidence of arson attacks on schools. Between 1979 and 1984 the proportion of fires attributed to arson rose from 42 per cent to 52 per cent.

THE TIMES
New crusaders



Victoria Gillick's bureau Informs will keep parents abreast of government policies

As the New Year – election year? – dawns, the torches of the moral majority burn ever brighter. Parliamentary candidates in 1987 will have to be ready to state not only their policies but also their beliefs on abortion, the family, sex education and Sunday trading. Next week *The Times* gives a guide to the nation's burgeoning moral evangelists.

# Starved of staff

Local authorities are not employing the extra teachers and support staff needed to make the GCSE a success, the National Association of Schoolmasters/Union of Women Teachers said this week.

Only three of 67 local authorities that have so far responded to union questions about resources for the exam mention employment of additional teachers. Fewer than 10 per cent of the authorities have appointed new non-teaching staff.

Many l.e.a.s are using money for other educational purposes for the GCSE but are still falling short of what the new exam needs, according to the union.

. . . and regularly in *The Times*, Bernard Levin (right) on the way we live now, Suzy Menkes on fashion, Irving Wardle on the theatre, Frances Gibb on the law, Peter Ackroyd on books, Shona Crawford Poole on travel, Philip Howard on words . . . and much more each week



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PLATFORM

# Year of the Weasel



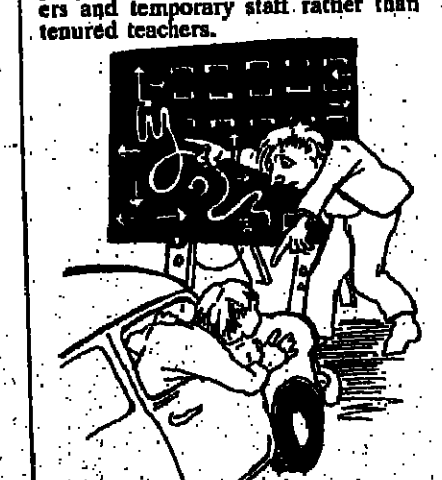
**Ted Wragg offers some wry speculations on what 1987 may hold in store for the education service . . .**

If 1987 is the kind of year I think it is going to be, then it might be as well to skip it and get straight on to 1988. At least that way we could look forward to the Olympics and the 400th anniversary of the Spanish Armada. Instead, we shall most likely have to sit through a long and exceedingly boring run-up to a general election.

This is the year when politicians of all parties will promise to put a million trillion pounds into nursery schooling, and then promptly forget about it once elected, or feign a profound interest in education because it is thought to be an election issue, and prove surprisingly elusive subsequently when asked to give it proper support. In the Chinese calendar, it is probably known as the Year of the Weasel.

One issue which will certainly not go away is the whole question of teachers' salaries. Even if there is speedy agreement about actual pay scales, the related matters of teacher appraisal and conditions of service will not be easy to resolve. Hopes that a formal system of appraisal will eradicate bad teaching are misplaced.

Evidence from the United States, where annual grading of teachers is not unknown, shows that heads are reluctant to give an "unsatisfactory" rating if this might lead to dismissal. The reasons are many and complex. Time and energy costs are high, and legal expenses can be huge. One study reported that the cost per dimissal was more than £100,000, and so most of the people actually fired were probationers and temporary staff rather than tenured teachers.



Faced with incompetent teachers, American heads resort to the same ruses as their British counterparts, swapping miscreants' classes regularly to minimize complaints, transferring them to other schools or, if all else fails, putting them on car-park duty.

In areas which had a system whereby anyone graded "unsatisfactory" two years running was automatically fired, only one in 300 received such a rating. With the prospect of months of energy-sapping litigation and tribunals, it seemed easier to inflate the scores. I suspect the same will happen here.

***This is the year when politicians of all parties will promise to put a million trillion pounds into nursery schooling***

What could be novel in 1987 is the prospect of university lecturers becoming militant. Normally we are about as aggressive as Trappist monks, and previous polls of members on industrial action have only won a majority for boycotting the library on Friday evenings. With many people stuck on the basic scale, it seems likely that there could be massive support for a refusal to mark finals papers, the one real weapon university teachers have available.

Were this to happen, then the only course open to the Government would be to call in the Army. The Second Paras are already training hard to mark questions on Wittgenstein, infra-red spectroscopy and Rilke's *Duino Elegies*, while the Swineshire Light Infantry are yomping their way through the Old Testament, triple bypass surgery and multivariate analysis of variance.

The issue I expect to heat up most during 1987, however, is the struggle for control between national and local government. I still cannot for the life of me work out whether the present Government is for or against local control of education.





On the one hand we are told that the frontiers of government are to be rolled back, that heads and teachers should be given more responsibility for school finances, and that governing bodies will decide on the contents of sex education. In the next breath, it is announced that the Government will set up its own rival technology schools in 20 cities and that Kenneth Baker is going to draw up a national curriculum.

There is a perfectly tenable view, of course, that some local authorities could not run a chip shop. But this is a gross calumny on the great majority who have steered their systems through the most desperate period of contraction, diminished resources and industrial action in living memory.

What we should be told during the next few months is whether the traditional partnership between local and national guardians is to be endorsed or replaced by more control from the centre. The proposed vague demarcation, whereby the Secretary of State intends to dictate the three Rs, while the governors determine the ABC of sex education, Aids, bonking and condoms, will not do.



All of which reminds me that I am feeling increasingly concerned about Kenneth Baker's position. I do not mind in the slightest his ambition to be Prime Minister. I would sooner have him a thousand times than Miss Piggy, and if someone like Norman Tebbit became premier instead, I should be heading out on the fastest jet, unable to face another Vlad the Impaler style of management.

Two things bother me. In the United States, would-be leaders have to appeal to all sectors of their party, so they go out of their way to find a vice-president who represents the other wing. Kenneth Baker, a man with a good liberal pedigree, seems at pains to engage the support of the right-wing, hence the talk about grammar schools, left-wing bigotry, when there is plenty of the right-wing variety in some local authorities, and a macho approach to teachers.

The second cause for concern is his tendency towards slick presentation. After the thoughtful, if inept, Sir Keith Joseph, whose every initiative was steeped in anguish, it is a distinct change to have a smiling PR man who makes a quick stage-managed pronouncement and then withdraws from real debate.



But there is a danger that he will become a shallow Secretary of State, spinning out more daft ideas such as the city technology colleges and ill thought-out notions like his undefined national curriculum during the coming months. He is capable of much better than that.

***The issue I expect to heat up most during 1987 is the struggle for control between national and local government***

Perhaps the most important group in 1987 will be parents. Courted by politicians during the election campaign, given more rights by recent Education Acts and with increased representation on school governing bodies, they should be in a far stronger position than ever before. Yet I know from talking to individuals and groups that many still know little about the education system or even their own child's school.

The saddest event of 1986 for me was the tragically early death of Patrick McGeeney, one of the unsung heroes of education. During the late 1960s and throughout the 1970s Patrick's work in the area of home and school relations led to the establishment of hundreds of PTAs and other forms of communication between teachers and parents. He worked tirelessly with teachers and parents all over the country.

"I hope that no one will make the mistake of assuming that legislation is a substitute for this kind of direct action. Once parents have been given increased rights and representation they need support. The logical continuation in 1987 of Patrick McGeeney's pioneering work is th sort of programmes already bei undertaken in Coventry, Devo Wandsworth, Sutton-in-Ashfield a many other places where parents c take part in family workshops, lea how to help their child read or unde stand maths, or simply further th own, often inadequate educatio There will be ever greater demand f it.

Finally, I have two earnest hopes f the coming year. The first is for proper financial planning basis. W have been so used to living from ha to mouth it would be pleasant operate on a more rational level. have just received a letter from t Manpower Services Commission inv ing us to put in a request for £20,000 help recruit teachers in shortage are like maths, science and craft, desi and technology. It must all be spent six weeks, between late January a mid-March. While the rest of t system lurches from crisis to crisis, t MSC has to launder masses of lo before the end of the financial year. is no way to run a chip shop.

The other is that 1987 will see a lit joy for primary education, a boo being long overdue. The new arrang ments for in-service will be a shamb first time round, but most of t initiatives announced by the Gove ment are aimed at secondary schoo and primary schools are barely in t equation.

After all the knocking they ha received from politicians, the pr and sometimes from parents, much it undeserved, a few plaudits would timely. No one expects ecstasy rapture, both of which can do yo back in something rotten, but t faintest flicker of a smile, the o chuckle of pleasure even, would do a start.





*Professor Ted Wragg is director of Exeter University's department of education*

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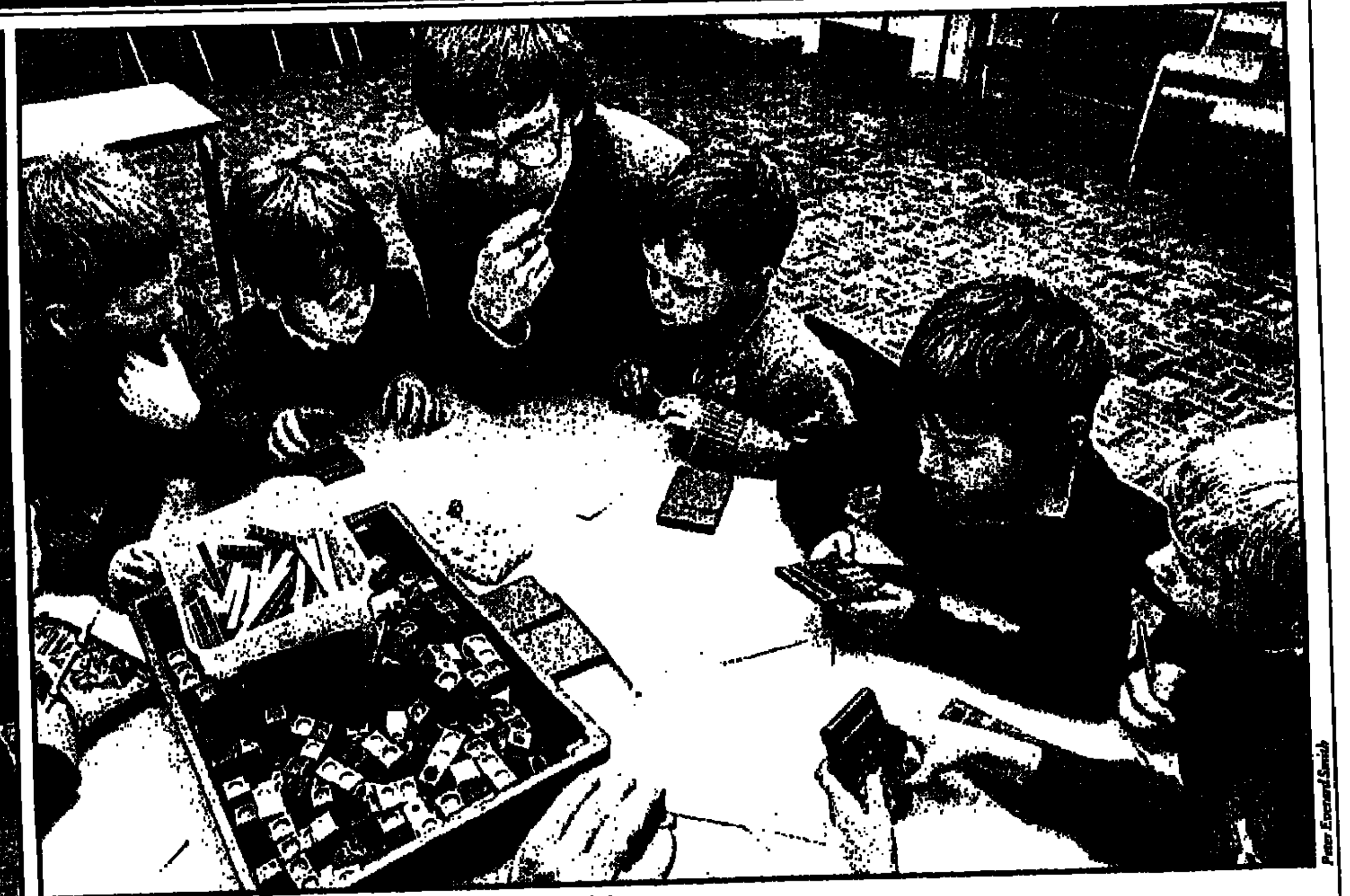
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PRIMARY





Peter Everard Smith

Figure work: Sara Whitehead, aged seven, gets down to basics while head Laurie Rousham joins six-year-olds in problem-solving

**Rote learning is out, calculators are in. Julia Hagedorn reports on new ways with maths**

# Turning the tables

It is a brave head who throws out the maths schemes and answer books, bans the rote learning of tables and relegates multiplication and long division to the dim and distant past.

But this is what Mr Laurie Rousham, head of Stutton Church of England primary in Suffolk, has done. And the children's parents are firmly behind him.

For the village school, south of Ipswich, is involved in a bold experiment where the emphasis in maths is on problem-solving, discussion, conversation and practical work – as recommended in the Cockcroft Report.

Stutton is one of three of the county's schools and 50 in the country chosen to be part of the Primary Initiatives in Mathematics Education (PrIME) project, established by the School Curriculum Development Committee, to undertake major development in primary maths along Cockcroft lines.

PrIME, which published its own report recently, is working with teachers to make full use of new technology – particularly calculators, computers and digital watches. Stutton is part of the "calculator awareness" programme or, as Mr Rousham puts it, "when we are looking at a problem, instead of grabbing a bag of money or the unifix cubes, we reach for a calculator".

The impact of PrIME is immediately obvious in the school. There are children drawing with chalk on the hall floor, others are building high towers with coloured blocks, bent over their calculators or drawing. Above all, there is constant discussion among the children about what they are doing.

Thus the eight-year-olds, who were drawing squares on the hall floor and seeing what happened when the square was doubled or tripled, were trying to work out how one girl would turn a rectangle into a square.

"Why don't you reflection it?" one child asked, explaining what she meant by her analogy with a mirror. Another pupil passing by stopped to listen to this solution, and pointed out that they would not end up with a structure that was equal on both sides.

Meanwhile, another eight-year-old who was not known as the brightest child in the class, had been working out on her calculator what happened when she added two more squares, then three, then four, and so on up to 16. almost without realizing it, she was learning her tables.

And this is the point that Mr Rousham makes. By using calculators, the children are doing far more practical mathematics than ever before. This familiarity with numbers means that children end up not only knowing what six times five is but that the number 30 contains many other factors.

Watching a class of four to seven-year-olds being introduced to the number 12 by visiting maths advisory teacher, Mr Bernard Bagnell, this all becomes clear. He explains: "We will approach the number 12 in the same way that we would look at a toadstool the children had brought back from a nature walk. We look at it and talk about it before drawing it or writing about it."

The children gathered round in a circle and discussed various combinations of 12 unifix blocks before breaking into different groups to carry out their own investigations. The four-year-olds might just be counting out 12 pegs while the older children were working out complicated ways of doing things with 12s on their calculators.

It seems to work, if five-year-old Katy's reaction was anything to go by. She came up to me proudly carrying a large piece of paper with lines of indecipherable hieroglyphics all firmly concluding with "=12".

This confidence with numbers is much the same as children show with letters when they first approach creative writing. The end result is unreadable, but to the child it tells a carefully thought-up story.

Teacher Mrs Gill Reynolds points out that maths schemes limit pupils because they work on a principle of "number readiness" where certain targets are set by the end of the infant years. "But these children go much further and much more quickly. They have freedom so some of them enjoy using big numbers and experimenting."

Mr Bagnall agrees. Previously, he says, teachers had the answers in little boxes in their books. With this way of putting over maths, staff are giving children the freedom to explore and it may be that they will meet problems that neither teachers nor pupils can answer. Part of his role as a PrIME co-ordinator is to give staff the confidence to realize that this does not matter.

Mr Rousham admits that teaching maths this way is based on faith. The infant children, he says, are the first to be "uncontaminated" by any other form of teaching. "It will really be interesting to see how they turn out."

This kind of approach does mean that the teacher must be everywhere at once, he says, and sometimes something has to go. "But the hardest part for a teacher is to shut up and not give the answer."

Able fourth years who wish to do long division and multiplication, he says, are not stopped from doing so. But the basic aim is for children to understand short division and then to use the calculator for more difficult sums. This enables pupils to concentrate on solving a problem and not waste time on its mechanics.

"But the calculator can only do what we put into it so if children haven't got the basic understanding, then they won't get the right answer."

Much the same is said about computers. An important part of the PrIME project is taking place in Avon where groups of teachers are discussing how they are using the computer language Logo in their maths work.

Staff are coming to much the same conclusions as those working at Stutton. Mrs Daphne Kerslake, who is co-ordinating the work, says that Logo enables children to organize their own thinking. Pupils, therefore, inevitably begin to create their own problems and set their own tasks – the precise opposite to what goes on in most schools.

The length of time they will stick at a problem is astonishing, she says, citing a school she visited where low-attaining seven-year-olds worked through a morning without a break.

Mrs Kerslake is interested in the educational principles this way of working throws up. She says it is an advanced strategy to allow children to be in charge of their own learning and to try many routes on the way to solving a problem. Children are becoming mathematicians and reaching the point where they go further than staff can follow. "To get that message across to teachers is quite hard," she says.

PrIME co-ordinators are convinced that new technology will have far-reaching effects on the way maths is presented in schools. Children, they say, must be prepared for an ever-changing world and be taught to think independently. In pockets around the country, children – like those at Stutton – are fortunate enough to be given this opportunity.

## Guidelines on language units

**Guidelines for education authorities on the running of language units are expected from the Association for all Speech Impaired Children.**

The move has been prompted by a doubling of the number of language units for speech impaired children over the last decade. There are now about 200 units in the country, partly as a result of the 1981 Education Act.

AFASIC has asked the National Association of Professionals concerned with Language Impaired Children (NAPLIC) to take part. It also hopes to link up with the work of Ms Ella Hutt, a project leader at the curriculum development and resource unit at the John Horniman School in Worthing, Sussex, who has been interviewing educational psychologists about criteria of entry to language units.

The guidelines are expected in the spring.

## Head removes spiked gates after l.e.a. refuses to act

School gates topped with metal spikes have been removed at the instigation of a headteacher after an education authority refused for a decade to deal with a potentially lethal problem.

Mr R. Poyser made the decision to act alone after HM Inspectors criticized the rundown Albion Road junior school in Walsall – known locally as "Bleak House".

In their report, they referred to redundant external lavatories which contained unsightly debris and were hazardous with easy access over a damaged wall or padlocked gates topped with metal spikes.

"The whole site is depressing and does nothing to alleviate the bleakness of the area in which the school is situated."

Similar metal spikes recently caused the death of a girl in the London borough of Camden, after the council had failed to remove them – although they were on a wall that children climbed over on a short cut to school.

Mr Michael Quinn, the deputy director of education for Walsall, said that Albion Road had been the subject of an amalgamation plan for the past two-and-a-half years. If that took place, the site would be extensively remodelled to take children from the infant school across the road.

He said that Albion Road was "one of the worst sites we've got". The remodelling of the junior school would cost around £200,000, and would include the demolition of the outside lavatories.

The amalgamation is due to be discussed at the schools subcommittee in January.

## Deaf safety

**A competition organized by the National Nursery Examination Board has been won by a student working in a unit for physically handicapped children.**

**Ms Melanie Brinson devised a way of teaching the children, who were deaf, how to be safety-conscious in the classroom. Deaf children, she said, could be clumsy and cause accidents without knowing it.**

**She created the characters, Squiggles and Prickles, who point out in books and posters and with the use of stickers how to avoid the dangers of scissors, spillages and objects left lying on the floor and chairs.**

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## Good reason for rhyme

Nursery rhymes look set to join the list of pre-reading requisites, the British Psychological Society's conference in London heard last week.

Ms Morag Maclean was describing a survey of 60 three-year-olds that she started two years ago with Professor Peter Bryant and Dr Lynnette Bradley.

The children were chosen for their ability to recite five or more nursery rhymes. Since that time, the children have been tested for their awareness of sound, or "reading readiness".

Professor Bryant found an increasing correlation between children's knowledge of nursery rhymes and their awareness of sound patterns.

The project will continue for a further two years.

NEWS

SCHOOL TO WORK

Right-wing pressure group calls for l.e.a.s to be stripped of powers

# Privatization of state schools urged

by James Meikle

State schools should be handed over to independent trusts and funded directly through central government grants, according to a right-wing educational pressure group.

The Hillgate Group is a loose amalgam of conservative educationists. Its leading figures are associated with the National Council for Educational Standards, an influential group of right-wing lobbyists.

In a pamphlet, *Whose Schools? A Radical Manifesto* the group advocates stripping local education authorities of their control over schools.

The launch of the group marks a determined attempt by right-wing Conservatives to influence the party's general election manifesto.

The attack on l.e.a.s is in line with the recent campaign by senior Government ministers, including Mr Kenneth Baker, the Education Secretary, to concentrate public attention on the records of Labour-controlled councils.

But the group's proposals for what would amount to the privatization of state schools goes far beyond anything advocated by Mr Baker.

The group says l.e.a.s must be deprived not only of the power to provide schooling but also of the power to enforce it. The role of school inspectors must be reviewed, it argues.

Self-governing schools, with boards elected by parents and benefactors, including businesses, charities and churches, would provide a "sound curriculum". This would include reading, writing and mathematics, and – at a higher level – history, science, mathematics, foreign languages, ancient and modern, "the lore and literature of our country", and some technical skills. The curriculum should be influenced through consensus and demand, although legal guarantees may later be needed to safeguard what is taught in schools, the group says.



Trying to shape Tory policy: (clockwise from top left) Baroness Cox, Dr John Marks, Professor Roger Scruton and Mr Laurence Norcross.

The 34-page document is the work of Baroness Cox, Dr John Marks, Professor Roger Scruton, Mr Laurie Norcross, head of Highbury Grove School, London, and Mrs Jessica Douglas-Home, the artist.

Broad support has been indicated by a wider range of teachers, academics and political figures, including Mr Eric Anderson, head of Eton College, Sir Raymond Carr, Warden of St Antony's College, Oxford, Lord Chalfont, and Mr Stuart Sexton, former political adviser to Sir Keith Joseph.

The group calls for an independent inquiry into the role and accountability of Her Majesty's Inspectors, "who are as likely as any other section of the educational establishment to be subverted by bureaucratic self-interest and fashionable ideology."

The system of city technology colleges proposed by the Government should be extended, and similar schools, with a wider curriculum, should be established. There should be no "soft options" such as peace studies, world studies, and life skills.

The lobbyists call the GCSE a "dangerous and unjustified departure" from fair and exacting examinations because it threatens to hasten a decline in standards by removing objective tests of pupils' achievements.

Parents, says the document, should be free to change their children's schools and not be compelled to see them subjected to lessons they regard as morally or religiously offensive.

Schools themselves should hire and dismiss staff, and provide their own contracts of employment. Heads should be free to offer inducements to attract experts from industry and higher education and to be able to employ graduates directly on leaving university without waiting for them to acquire the "largely worthless" PGCE. The authors suggest two ways of funding, both of which would bring private schools within the financial range of more families.

One would offer parents the choice between a place at state school, funded by a direct grant at a local per capita level, and receiving a credit, at a national level, which they could use to buy a place at private school.

Alternatively, all schools could be funded at a per capita rate, although the subsidy for private schools would mean they still had to charge fees or use charitable income as well.

*Whose Schools? A Radical Manifesto*, £1 plus 25p post and packaging, payable to Impact Mailing, 59b Caledonian Road, London N1 9BU.

# Deaf group rejects 'misleading' booklet

**The National Deaf Children's Soci has asked Mr Tony Newton, the Hea Minister, to help secure the withdra of a booklet published by the Briti Medical Association and the Roy College of General Practitioners.**

**The society claims that if GPs f following sections of the *Handbook Preventive Care for Pre-School Ch dren*, many deaf children are bei diagnosed so late that their develo ment could be harmed.**

**In a letter to Mr Newton, Mr Ha Cayton, the society's director, w comed the idea of trying to inform G about child development. But he s the booklet was "dangerously misle ing because it is simplistic and so times positively inaccurate." He sa "It enshrines bad practice in the co text of screening tests for hearing wi young babies."**

**Mr Cayton said the society h written to the BMA and the RCGP year ago asking them to withdraw t booklet and correct relevant sectio**

**"The society is deeply concern about the sections on hearing an speech which, if followed by GPs, cou result in the failure to diagnose hearin loss in numerous babies and you children."**

**A spokeswoman for the BMA sa there was no evidence that sections o hearing loss were wrong. But she sa the comments had been taken on boa during discussions about a second ed tion which was now being prepare The booklet was not intended as a authoritative textbook, she added.**



Falklands War: should contemporary history be a compulsory course?

# Baker points to bias in history lessons

by Sue Surkes

The Historical Association is to write a paper on levels of attainment which children should reach between the ages of 7 and 14, at the request of the Education Secretary.

But Mr Kenneth Baker's suggestion that it draw up a list of books which children should read has met with little enthusiasm.

Professor Gordon Batho, chairman of the association's educational services committee, said: "We intend to submit a paper not later than half term." But he added: "I think we are likely to say there should not be any specific content from 7 to 14, but we do think there should be certain skills."

During what Professor Batho described as a lively 50-minute discussion, Mr Baker said he was considering setting up a working party on a common core history curriculum for 5 to 16-year-olds.

But he expressed concern about proposal for a compulsory course a 20th-century British history incorporated in the association leaflet *History for Life*.

"He made it clear he was not entirely given to the notion of teaching contemporary history to everybody and drew attention to the way that it has been somewhat abused in some parts of the country in terms of bias," Professor Batho said. Mr Baker specifically mentioned the London boroughs of Brent and Haringey.

"We had to argue back that contemporary history properly taught would allow the child to decide for himself what the truth was."

# More cash for Welsh teaching

by Iola Smith

The Government is to provide extra cash for teaching in the Welsh language. But it will not reveal how much until next year.

The money will be used to fund a new Welsh Language Education Development Committee which will be responsible for all teaching in the Welsh language.

The Welsh Joint Education Committee will oversee the establishment of the new committee which will have about 35 members.

Membership will be drawn from the eight Welsh local education authorities, the WJEC, teachers, parents, the University of Wales and language and education interest groups.

Three professional officers will be appointed early next year to assist the committee.

The Welsh Language Society, however, is unhappy about the new committee and is still calling for an independent development body free of WJEC and Welsh Office connections.



Sparks flying: the women-only course has caused heated rows

# Women-only course stops as trainers claim harassment

**The country's sole women-only skill-centre course has been stopped after its male instructors told their union they were "beleaguered and abused".**

**Now the National Council for Civil Liberties is to set up an inquiry, headed by a barrister, into the Manpower Service Commission's actions in closing the course and barring a woman adviser from the centre.**

**The investigation is being paid for by three South London boroughs which have been funding the adviser "to give specialist support" to women on the course and others on the centre's ordinary mixed courses. The course, an introduction to manual and technical skills, was set up by the MSC four years ago in response to pressure from women's organizations.**

**The Commission accepted – against the view of some of its officials – the argument that many women would be put off training for traditionally male manual jobs if they had to risk running the gauntlet of jeers and harassment from men fellow-trainees.**

Now the MSC is claiming that it is its management and the instructors at the centre, in Deptford, South London, who have been harassed by militant women on the course and their supporters.

A spokesman for the Commission's chairman, Mr Bryan Nicholson, a passionate advocate of equal opportunities for women – he recently chided employers for lagging behind the education service in promoting opportunities – explained this week that the course was closed because of "a breakdown in communication between those running the course and a lack of trust between those running the course and the women on the course".

There has been a long-running battle between the instructors and the women over the way the course was run. It was punctuated by acrimonious meetings between MSC management and the course committee, backed by the council-funded adviser.

A training specialist who has been following the dispute closely explained: "The officials found themselves facing a group of women who were not prepared to put up with all sorts of things that women have to accept when they are on courses as isolated individuals.

"The MSC couldn't handle this because, despite its commitment to equal opportunity, it hasn't got the structures to implement it, whatever Mr Nicholson says."

Although the course was closed down just before Christmas, there will still be women trainees on mixed courses at the centre. But the adviser was told to vacate her office by the start of this month, and to stay away in future.

The MSC says that it has not actually closed the course, but only "moved" it because it has arranged for some places to be reserved for women on a mixed course covering similar skills at the nearby South-east London Technical College. It has also announced that it is funding a professional councillor to advise "ethnic minorities, disabled persons, and women" at Deptford and another South London skillcentre.

# Scheme ends priority for under-25s

**Unemployed 18 to 25-year-olds will lose their priority right to places in the Government's community programme if the new work-based training scheme now being tested by the Manpower Services Commission goes ahead.**

**The community programme, which provides the long-term jobless with a year's paid work at the going rate, has always been targeted at the under-25s. Until now, they have been eligible for a place after six months on the register, while older people have to be out of work for a year to qualify.**

**Now the under-25s are to be offered six months of work-based training, under a new programme announced at the last Conservative party conference.**

**The scheme is being piloted in nine areas of the country despite misgivings by the Confederation of British Industry as well as the Trades Union Congress, whose representatives on the Manpower Services Commission fear that it may turn out to be a downmarket, adult version of the defunct Youth Opportunities Programme.**

**But unlike YOP, or the training opportunities scheme which used to be available to the adult unemployed, the new programme does not provide a training allowance.**

**Trainees will get only their existing social security benefits and their travel expenses.**

**All the unemployed now have to attend interviews after six months on the dole to receive compulsory advice from civil servants on how they can improve their chances of getting a job.**

**The new scheme, if it goes ahead, will be the main option suggested to the under-25s. In the pilot areas they are already being told that they cannot choose the community programme instead.**

**Those who go on the new scheme will have to be on the dole for a further period – as yet to be fixed – after their training to become eligible for a place on the community programme.**

**This is because the Government has decided that, even though the trainees will be getting unemployment benefit, they will come off the register when they join the scheme and they will again count as newly unemployed when they rejoin it.**

**For the Government the scheme offers all the political advantages of a big reduction in the overall employment figure and, more importantly, in the number classified as long-term jobless; without the need to create a single extra job or pay for proper training courses, like those under TOPS.**

**MSC officials are aware that they are on dangerous ground because most of the commissioners are pledged to resist any suggestion of compulsion in the scheme. Officials have to try to justify the new CP eligibility rules as fairer to the older jobless.**

# Calling it a black day as kettle project goes to pot

by John Butler

The kettles that made educational history had a hollow ring in the North Staffordshire village of Blythe Bridge this week. The local kettle factory which helped the village school to establish a new way of teaching the infant curriculum is to close.

Four years ago Forsbrook infants' school joined with the Russell Hobbs factory in a scheme to teach six-year-olds about industry. The "We Make Kettles" project won a Royal Society of Arts commendation and is regarded as a model for school-to-work education in primary schools.

But now the fate of the factory may prompt some teachers to add a further element to their descriptions of how the great world of industry actually works. An international group, Polly Peck, which has bought Russell Hobbs and another kettle manufacturer for £12 million, has decided to transfer production from the village to its other plants, where most of the Blythe Bridge workers will be offered jobs.

This week the teacher who ran the project talked sadly of the effect of the plant's closure. Mrs Shirley Fitzpatrick, who became known as "the kettle lady", says: "The closure of Russell Hobbs will be a serious blow to the community and we at Forsbrook school will be losing some very good friends".

Many of the parents of children who attended the school had worked at the factory, which was a major employer in the area. But, as yet, she did not know whether any parents would lose their jobs or have to travel to Burton-on-Trent or to Wombourne to stay off the dole.

"The company was most helpful to us when we were planning our 'we make kettles' project. They provided a display of their products, and model makers and other members of the staff visited the school to talk to the children.

"They gave us a lot of their time and without their encouragement and backing we would not have got the project under way", said Mrs Fitzpatrick, who devised the scheme in 1982, with the help of Mr Gordon Vincent, who at the time was School Curriculum Industry Project Co-ordinator for Staffordshire.



Pupil power: out of steam

Not all the ideas proved feasible but a number of them were found to have greater potential than had at first been realized, and the project ran throughout the spring and summer terms of the following year.

The kettle was used as a means to study many different subjects. For science, pupils looked at steam, electricity, the materials used in kettles, and how the component parts were assembled.

The geography angle involved discovering where parts were bought in from, and where the workforce lived; history covered looking at old models and early inventions; in English, the children wrote stories and poems about kettles; in art, they designed new kettles and printed up some bright and snappy advertising slogans and designs for promotional T-shirts.

Mathematical exercises included measuring the capacity of different kettles, the temperature of water, the cost of a cup of tea, the area of steel required to make a kettle body, the capacity of a lorry, and graphs of the results of the pupils' market research.

In October 1985 the school's project and the subsequent "we make cookers" and "we make mugs" schemes earned Forsbrook recognition from the Education for Capability campaign run by the Royal Society of Arts.

Staffordshire education authority has taken a keen interest in the pioneering work of the pupils and staff at Forsbrook infant school and have introduced similar projects throughout the primary sector.

*We Make Kettles* was subsequently taken as the title for a Schools Council report on primary schools' work with industry.

Parents who worked at the Russell Hobbs factory and who were invited to an open evening to see the progress of the project said it had been the first time their children had shown interest and understanding of their own jobs.

"It is unfortunate that the Russell Hobbs factory is closing down because they have been great supporters of the school's industry project", said Mr John Price, the schools industry liaison officer for Staffordshire.

"They are one of the firms that have led the way in school-industry collaboration. But the Tube Investment group will still have a presence in Blythe Bridge and we hope that they will continue to work with us on similar projects in Staffordshire schools.

"The fact that Forsbrook is an infant school was a real breakthrough in school-industry liaison. They acted as a spearhead for primary schools throughout the country, he added.

# Slimmed-down future beckons for the FEU

by Ian Nash

The future of the Further Education Unit, the autonomous Government-backed college curriculum watchdog, will be decided later this month.

Signs indicate that the quango will win a reprieve, but that its money from central Government will be substantially reduced as the current curriculum research projects are completed.

Figures in the latest Cabinet Office annual review of Government-funded research and development give projections for another three years' spending on the FEU, predicting a budget of £2.8 million for 1989. But it has now been suggested that spending could be cut to as little as £1.8 million next year.

The FEU has been in jeopardy since last autumn when the Department of Education and Science questioned the continuing need for a quango with 42 staff and an annual budget of £3.5 million, and called for it to be abolished or reduced.

A review of the FEU was hastily carried out, ending last month with a meeting between Mrs Angela Rumbold, Minister of State for Education, and the board of management. The meeting was described as "very courteous" but the Minister was said to have "given very little away".

According to the DES, criticisms of the FEU were that it found it difficult to meet the needs of students who had not made the "vocational" option or of those in full-time education preparing for work.

It was also claimed that the FEU system found it difficult to develop cross-curricular approaches, to support general education and to meet the educational requirements of students with special needs or from ethnic minorities.

Four options in the DES consultative document preceeding the review last September were to keep the quango but cut its funds, or to merge it with one of three other bodies, thereby effectively killing it off.

The DES envisaged that the unit would amalgamate with another curriculum or research body, merge with the new National Council for Vocational Qualifications, or be taken under the wing of the Further Education Staff College.

The DES was surprised by the almost unanimous support for the FEU from organizations submitting evidence to the review, including the Confederation of British Industry and the Manpower Services Commission.

Possibly the most unexpected support came from Mr Oscar de Ville, chairman of the NCVQ, who said firmly that his organization did not wish to take over responsibility for the FEU.

Mr Jack Mansell, chief officer of the FEU, said strong support came from organizations such as the National Council for Handicapped Students, calling into question the Government's assessed value of the unit.

He accepted that a review of further education as a whole might be called for, but it was wrong to isolate the FEU. As for the future, he said that there was enough work already under way to make the unit more than viable for at least three years.

**Edited by Mark Jackson**

# Careering into the New Year

The Institute of Careers Officers' journal suggests the following 10 commandments for the Youth Training Scheme:

1 There shall be no other than the Manpower Services Commission.
2 Thou shalt not covet thy neighbour's placement.
3 Private industry shall inherit the cream.
4 Thou shalt not dance or act.
5 Thou shalt not ask; for the answer is "don't know".
6 Young people shall not accept jobs at the expense of YTS.
7 Communication shall never be used to relay information.
8 Thou shalt not kill MSC programme assessors inhumanely.
9 Thou shalt not steal trainees from other schemes.
10 Blessed are the programme planners for they shall inherit 460,000 kids.

It seems you can't please all the training people all the time. . .


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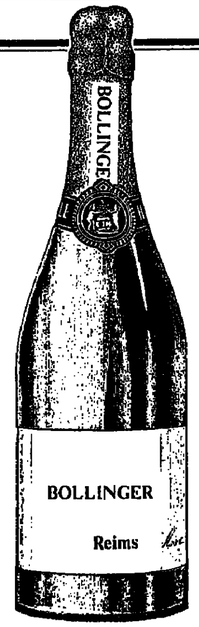



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NEWS



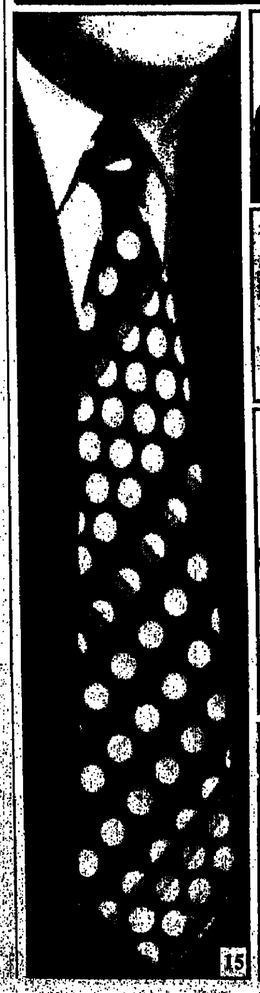

The politicians discovered education in 1986 at much the same time as Kenneth Baker replaced Sir Keith. The Education Bill finally became law in November, sex dominated the headlines and pay and conditions went on and on and on. . . . Diane Spencer looks back over the past 12 months and *TES* reporters present their news quiz of the year.

# NEWS QUIZ

Identify the face [the questions should help!] and win a magnum of champagne. Answers on a postcard by January 16.

1 Poacher turned gamekeeper who became a grandmother over Christmas
2 "Time for bed," said the teacher unions. Who wanted to stay up so they could spend the night together?
3 Busy tucking into a new l.e.a. job
4 City boss who doesn't live with Jenny
5 Lancashire lass labouring under Tory chairman
6 Public schoolboy with ecclesiastical connections
7 She pulled down the curtain at the CLEA conference
8 Geordie takeover while chief leads brothers
9 Ministers come, Ministers go, but he seems to go on for ever
10 Gives food for thought – and hangover cures
11 Still agonizing after all these years
12 On his way to even higher things?
13 Champagne alternative makes stone's-throw move
14 He's hoping that a move by the bishops will help check his opponent's advance
15 You can't get a rise out of this one
16 Survived rumoured Sellafield takeover




15


12


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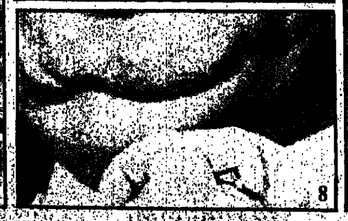

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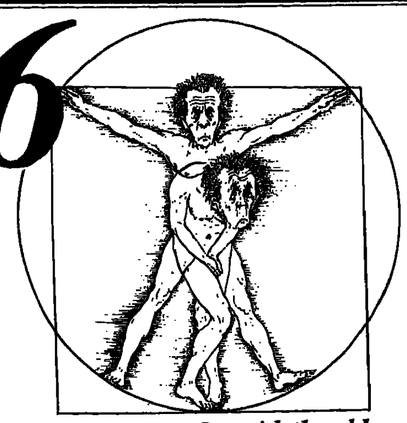

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10



NEWS

# 1986





Local, national and international events that made the greatest impact on education during the year

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## *Out with the old . . . in with the new*

Old year out, new year in, *plus ça change* . . . . the pay dispute was still with us, so was Sir Keith who warned the weary troops at the North of England conference the cupboard was bare.

The Poundswick graffiti dispute was hung over too; Lambeth and Liverpool tottered on towards bankruptcy; Acas wooed the National Union of Teachers back to the fold.

But in the bleak February days, the Education Secretary announced he would not be standing again for Parliament.

Undeterred, Sir Keith introduced his Bill which aimed to give parents more power and force teachers into appraisal. In the event, the Act became a "Christmas tree on which to hang any spare baubles that happen to be around", in the words of Liberal education spokesman, Clement Freud.

About that time, two political advisers, Oliver Letwin and Stuart Sexton, gave their own vote of confidence in the British education system. The latter got a grant of £20,000 to set up a private school, while the former floated the idea of setting up 12 direct grant primaries in inner cities – an idea which, to his credit, grew during the course of the year to burst forth into city technology colleges at the Tory conference.

March rushed in lamb-like to bring a settlement to the 1985 pay dispute; but went out with the two sides squaring up for the next bout.

And, just to show how miffed they were, members of the National Association of Schoolmasters/Union of Women Teachers invited Sir Keith to their annual conference and maintained a dignified silence throughout his visit. Moreover, they found the urge to merge with their bigger rival resistable, while the NUT voted for an eventual, if not a shotgun, marriage at its gathering across the Pennines in Blackpool.

Robert Maxwell, the newspaper tycoon, couldn't resist joining in the teacher bashing and gave secondary heads a "verbal mugging" at their annual conference in Oxford, according to our reporter.

Reality intruded in a brutal fashion after the conference season when Europe found itself coping, not only with President Reagan's foreign policy in the form of bombs on Libya, but with the mushroom cloud from Chernobyl.

On a local level, the one emptied an Oxfordshire school of American children who were ordered back to base, while the other caused schools to cancel visits to the Soviet Union.

Meanwhile, heads decided to get stroppy and declined to do lunchtime duties. Nicky Harrison bowed out of the limelight and handed over the leading role to her understudy John Pearman to be star of the employers' panel on the Burnham committee.

He almost stole the show by confiding he was giving up his single-minded devotion to duty and announced his engagement to Lynn Bradley, a colleague on Wakefield council.

The merry month of May brought a resounding victory for Labour in the first direct election of the Inner London Education Authority following the demise of the Greater London Council in March. Soon after, Sir Keith bowed out quietly.

Bring on the Kenneth Baker road show. The new man was lucky to witness the end of the Poundswick affair and agreed to TVEI going national, but was not so fortunate in watching the Lords mess about with the Bill and in becoming embroiled in the pay row.

Just before the silly season, the McGoldrick saga began, the boycott of the GCSE intensified, "long-awaited but underfunded and badly prepared", and the "historic" Coventry deal was struck on teachers' pay. This was a good way for Fred Jarvis, general secretary of the NUT, to start his year as president of the TUC at the annual congress at the end of August. (Although it was his deputy, Doug McAvoy who spent the days and nights negotiating!)

*Jenny lives with Eric and Martin* was spotted by the tabloids and declared a menace to young minds a mere four years after publication and Mr Baker obligingly called for councils to ban it.

A "sensible and marginally liberal" Angela Rumbold joined the Government junior ranks after a cabinet re-shuffle which shunted Chris Patten off to the ODA. Bob Dunn survived – he's known for that.

Pauline Perry HMI, the brain behind the White Paper on *Teaching Quality*, got the job of director of the South Bank Polytechnic – the first and, so far, the only woman to reach such an elevated position. Dinah Tuck, acting chief education officer of the troublesome London Borough of Brent, got the top job in Walsall soon after – again, the only female CEO in 104 local education authorities.

When Parliament resumed after the party conferences, the Tories faced a mini rebellion on the sex education clause in the Bill.

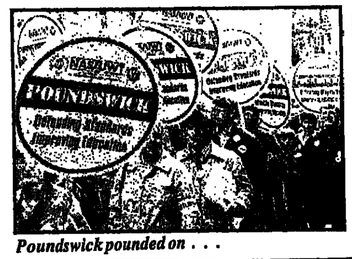
Rebel Peter Bruinvels wanted parents to have the right to withdraw their children from sex education lessons, which was ironic when the Government was set to launch a £20 million campaign to fight AIDS.

The first city technology college was announced. It turned out to be in that well-known deprived inner-city area of Solihull.

Having flexed his muscles in Eastbourne, Mr Baker was ready to threaten the teachers with an imposed pay settlement before the two sides began another marathon bargaining session, this time in Nottingham.

And he was as good as his word. By the middle of December he forced a Bill through the Commons to abolish Burnham and settle the dispute. Then he used his powers under the 1944 Education Act to stop Brent pursuing its disciplinary case against Miss McGoldrick.

He should go far; or do we hear the words of Mr Giles Radice Labour's education spokesman echoing round the land: "Come back, Sir Keith. All is forgiven."




*Poundswick pounded on . . .*



*The US pounded Libya*



*Deja vu in France*




*. . . and Haringey*



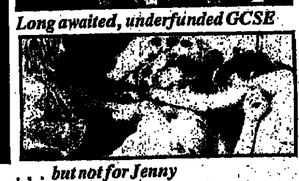
*Schools Aid & ILEA*



*O level at 8*



*Long awaited, underfunded GCSE*



*. . . but not for Jenny*



*Historic deal struck*



*The McGoldrick saga*



*Alec Clegg died*

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OVERSEAS

# The preacher who lost his flock . . .

**A moral crusade, riots that nearly toppled a government, a spate of pupil suicides and a five-year legal battle over education standards: Here and opposite *TES* reporters look at these and other stories that hit the headlines in 1986**



William Bennett: "looking and sounding like some juvenile old-testament prophet"

UNITED STATES

**Bill Norris on how an American dream is fading because of 'immoral' policies**

Moral values: that is what education is all about. So thundered US education secretary Mr William Bennett from his bully-pulpit for much of 1986, looking and sounding more and more like some juvenile old-testament prophet.

Moral values? It is no laughing matter, but as they cluster round their television sets, watching the unfolding of the Irangate saga, American children and their teachers can be forgiven a quiet smile. The Reagan administration, of which Mr Bennett is a slavish devotee, has been setting a fine example – lying like a battalion of troopers, breaking its own laws, and contravening its own policies. But then, as John Selden once wrote: "Preachers say, do as I say, not as I do."

Mr Bennett is a preacher manque who believes that more rapt attention to the works of Plato and Aristotle will solve most of education's ills. The fact that many American high school graduates can hardly read the modern equivalent of *Comic Cuts* seems to have escaped him – at least to the extent of doing much about it. He is certainly averse to spending money on the problem. Federal spending as a proportion of school costs dropped again in 1986, though not by as much as Mr Bennett wanted, and if he gets his way it will fall again in 1987.

Looking back on the year in America, it is easy to be misled by the headlines into believing that the American education system is tottering between insanity and collapse. For sure it has had its nuttier moments. The "goldilocks" case in Tennessee, which gave fundamentalist parents the right to remove their children from classes when they disapproved of the textbooks, was one pinnacle of absurdity. Another was the Supreme Court ruling that public school teachers could not go into religious schools to give special instruction.

There are times when the splendid US Constitution is patently an ass. As I write, Charles Darwin is once again before the Supreme Court, which will spend its valuable time considering whether "creation science" should be taught alongside the theory of evolution in the schools of Louisiana. And the issue of school prayer is forever lurking in the background.

Such diversions are intensely frustrating to those who believe that more time should be spent on the problem of illiteracy – about which much was written this year, but, little done – or about counteracting the almost total ignorance of the American child on the facts of history or the existence of the outside world.

It is true that 1986 has seen renewed cries for reform, with the "back to basics" movement much in evidence, but little of this seems to have seeped down to the grass roots. The mass of American children seem to have no great desire to learn. To force them to do so, to educate them, might damage those tender psyches so lovingly cared for by a monstrous regiment of "counsellors". It might also compel teachers to abandon some of their trendier techniques, which would spoil their fun.

In recent months, however, there have been signs that change is on the way. Pressure is mounting from two quarters, the more nebulous, but probably more powerful of which, is the economic lobby. Realization has at last surfaced that the American economy itself is now endangered by educational paucity. The threat is summed up by one simple statistic: Japan's illiteracy rate is 1 per cent – America's is more than 20 per cent.

*Quod erat demonstrandum*, as Mr Bennet would say.

Politicians and industrialists have absorbed this fact like a dose of castor oil. They have looked at the trade deficit, at falling exports and lost jobs, and realized that the next generation of Americans may be about to lose their birthright of prosperity. That is why the next Congress is going to insist that Mr Reagan and Mr Bennett spend more on education. It has nothing to do with moral values – everything to do with the survival of the American dream.

Throwing money at the problem, however, will not do much to cure it. The second promising development of 1986 just might. This is the movement begun by the Holmes Group in April, and continued by the Carnegie Foundation report in June, both of which urged sweeping reforms of a similar kind in the structure of the teaching profession.

The Holmes report is already being implemented by some 90 leading universities. Carnegie, too, is pressing forward without waiting for a ponderous review by the education department. If they succeed, then the seeds planted this year may germinate into a better qualified, better paid, and more competent crop of teachers in the 1990s. Though on current trends, despite an ever-rising proportion of black and Hispanic students, most of them will be white.

And that is another problem that has surfaced in 1986: the fact that minorities have failed to sustain their gains of the civil rights' decade. Pregnancy and poverty, both booming under the Reagan administration, have led to an alarming drop-out rate among minority students. Complaints of cultural bias in standardized tests, both for children and budding teachers, have become rampant. And cuts in student aid have left many would-be college entrants stranded in the ghettos.

It is for such people, soon to comprise one third of the American population, that the "moral values" approach espoused by Mr Bennett seems increasingly irrelevant. Most would agree that the abuse of drugs, about which he is currently stamping his foot, is reprehensible. But is it more morally wrong than the selling of guns to terrorists in Iran, or the surrogate slaughter of children in Nicaragua?

"Most people", said Mr Bennett a few months ago, "know what is right." So what of the example now being set to the schoolchildren of America? Believe it or not, the education secretary has held it up as a paradigm for educators teaching international politics in high school.

Students should learn from the episode, he said, that the United States differs from the governments it has condemned "because we are always doing our best to adhere to this country's democratic principles and goals. We are always doing something different from the Soviet Union, at least ethically."

Mr Bennett is certainly doing his best. It appears to be the best he can do.

# Grit your teeth and follow the drill

WEST GERMANY

**Paul Bendelow on the legal acrobatics of those taking the law into their own hands**



Travelling schools demanded for circus families

Nerves jangled, this year, at the story of the remarkable self-help venture of a 80-year-old Berlin taxi driver. Told by dentists that his teeth were beyond saving, he adapted a handyman's electric drill and with the aid of a hand mirror, set about a repair job himself. Over the past seven years, he has drilled and filled 16 of his own teeth.

Taking matters into one's own hands in education also calls for strong nerves and endurance in the teeth of the almost inevitable litigation following deviations from the norm. In November, for instance, a West Berlin appeal court seated the fate of the city's only "alternative" school initiative by upholding an earlier verdict that the school's educational standards fell short of state requirements. The court ended a five-year legal wrangle by ruling that the learning process was too casual and unplanned, despite the dedicated commitment of parents and teachers.

In Bavaria, the two teachers ran foul of the law by respecting their son's freedom of choice: he chose not to go to school. The parents employed a private tutor in accordance with the boy's wishes and in protest against what the father saw as the "mental force feeding" of compulsory schooling.

The state, he believes, must give way if its responsibilities can be fulfilled by a smaller social unit – in this case the family. The state disagreed, fined the parents and refused an application to appeal on the grounds of "insufficient prospects of success."

The suspicion that school attendance may be insufficient in itself is reinforced by the case of one West German girl who has been to 240 different schools in the past eight years, without as yet reaching secondary school level.

She is one of 5,000 children of travelling show people and circus families, whose educational problems were highlighted by a conference this month. Delegates claimed these children were denied in practice their basic right to education and called for travelling schools to be paid for by whichever federal state they happened to be in at the time.

Whether the educationally autonomous federal states could ever work up their balancing act of co-operation to allow for such legal acrobats remains to be seen, but observers are not holding their breath.

Within the individual states, however, a degree of mobility is a legal requirement for West German teachers, in accordance with their civil service status. Sixty primary and secondary modern teachers in Baden-Württemberg learned this lesson just two days before the summer holidays this year, when they were informed that they had been posted to schools in other parts of the state. Giving adequate notice of planned teacher transfers is not a legal requirement.

A spokesman for the Baden-Württemberg education ministry has said: "If people don't want to be subject to transfer, they should think about that before becoming teachers."

The same advice might apply to those thinking of becoming professors in West Germany. A Munich doctor of engineering science was fined DM3,000 (£1,000) in November for using the title on the strength of being a visiting professor at the University of Cleveland. The court ruled that without the addition of the word "visiting" the man was giving the impression that he taught at a German university.

He is now appealing to a higher court to test whether someone "bearing the title of professor from a distinguished American university may be labelled a confidence trickster" under German law. He hopes to amend the court's ruling that the German word "professor" designates an official appointment only and says nothing about qualifications.

The significance of the German language abroad was the focus of concern at a public hearing in June organized by the Bonn parliament's foreign affairs committee in the wake of a foreign ministry report on declining interest in learning German abroad. The discussion followed Chancellor Helmut Kohl's pledge in May 1983 to make new efforts to spread the German language abroad. One expert addressing the hearing delivered what he termed "ein Statement" on the situation, while another provided "eine tour d'horizon".

As the Berlin taxi driver said: "You notice when you hit the nerve."



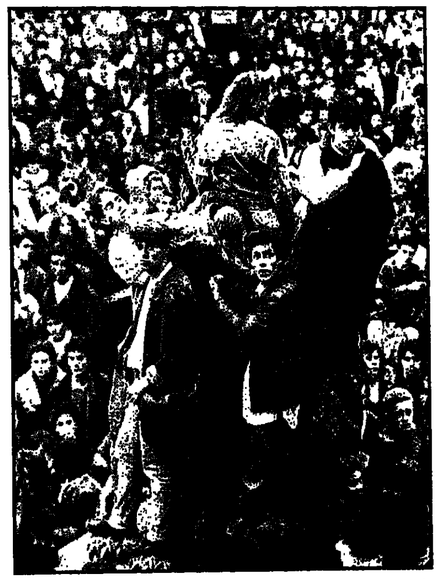
OVERSEAS

# A headlong sprint into the barricades

FRANCE

**Mary Follain reports on the spark of reform which set light to an inferno**







Paris match: thousands of students protested early in December over the university reform bill (above and left). Below: students and workers angered at the killing of Malik Oussekine, a student beaten to death by riot police during the demonstrations.

In October, M. Rene Monory, Education Minister, was congratulating himself on his success in managing French education, which is one of the biggest enterprises in the world. "You see," he told American and English journalists over lunch, "it's not as difficult as all that."

Two months later he was facing the biggest student demonstration since 1968 and Prime Minister M. Jacques Chirac's government is now reeling from the consequences.

The French education portfolio is not one to be undertaken lightly. The 1968 student revolt toppled de Gaulle, and the Socialists' 1984 fiasco over private schools caused a wholesale change of government which included the Prime Minister.

The next Education Minister, M. Jean-Pierre Chevènement showed that it was possible for an education minister – and socialist to boot – to reform almost the whole school curriculum and emerge unscathed as one of the most popular ministers in the government. Did this success lull M. Monory into a false sense of security?

M. Chevènement had wisely left higher education well alone and spent the first three months of the year (his last in office) feverishly rounding off his revision of the school curriculum.

As part of his campaign to raise standards he even got heads down in French nursery schools – but his guidelines reiterated the old embargo on teaching infants to read before they reach primary school, which in France is not until they are six. Instead, say the guidelines, they must be taught "the behaviour of a reader" and "be placed in a reading situation". The declared aim was to replace the jargon of the old 1977 instructions but the new phraseology has a flavour of its own. A very thin line is drawn between "recognizing letters" (which is allowed) and actually reading (which is not).

The absurdity of the embargo was brought home to me when ministry officials took educational journalists to visit a bright new Parisien nursery school.

We were accompanied by an inspector whose job it is to see that teachers respect ministerial instructions. Admiring the plentiful samples of the infants' beautiful handwriting, a colleague explained on reading, "the shuttle exploded," and the word, "synthethizer" (sic), "surely," she asked the teacher, "they are learning to read?". Everyone looked shocked. "Oh no," the blushing teacher assured us "they'll have forgotten it all by tomorrow morning!" "Thank goodness" said Madame L'Inspectrice, poker-faced. She told me afterwards that a teacher once said to her apologetically, "in spite of all my efforts they've learnt to read!"

Because of the embargo, infants spent hours laboriously forming complicated letters with loops in all directions and some do get very bored. "But we don't want ambitious parents or teachers to push them too hard," explained Madame L'Inspectrice, "and children from under-privileged backgrounds would be the losers."

M. Chevènement was putting the finishing touches to the lycée curriculum (upper secondary), when the March elections brought the conservatives back into government.

M. Monory, a 63-year-old former mechanic (albeit in his father's garage) boasting nothing more than a primary school certificate, became the unlikely successor to M. Chevènement.

He had served as both industry and finance minister to President Valery Giscard d'Estaing and this indicated the turn education policy was to take.

He was flanked by two academics, the bullish-looking M. Alain Devaquet, 44, for universities and research, and the glamorous Madame Michèle Alliot-Marie, 39, for nobody quite knew what. Any illusions that she was the *eminence grise* behind the garage mechanic were soon quashed by the minister at his first press conference when he made it quite clear who was boss.

His refusal to answer any questions at that first meeting with the French press soured relations immediately and they now complain of an information blackout worthy of Russia.

The first thing he said publicly as minister was that there would be no "Monory reform" since he thoroughly approved of his predecessor's action. A month later, he issued a communique withdrawing M. Chevènement's instructions to lycées with the promise of his own to follow shortly.

It soon became clear that his main purpose was to weaken the biggest teaching union, the Socialist National Education Federation. With Machiavellian cunning he hit the union where it hurt most – in recruitment and resources.

He abolished a whole category of lower secondary teachers who were traditional union recruits simply by promoting them. He also put an end to the time-honoured tradition of allowing primary teachers to hawk insurance in school for a company closely ance in school for a company closely associated to the union, on the grounds that it was unfair competition for other companies. The union was powerless to retaliate to blows like these – it hadn't a leg to stand on.

It was after these successes that M. Monory allowed himself that pat on the back last October. After all, even M. Devaquet's university reform seemed to be slipping through quietly.

In April, M. Chirac assured universities that they would be given the increased autonomy promised in the election platform. Resisting pressure from ultras on his right, M. Devaquet struggled to produce a bill which would allow the universities some independence, without upsetting those who fiercely defended the status quo.

It seemed at first that he was going to manage it – not even President Mitterrand objected. Indeed, the resulting bill was so emasculated that even its author said in private that it was only the tiniest step in the right direction.

What would have happened had he done what he thought necessary right away, and given universities similar rights to those enjoyed by British and American ones? Full scale revolution? Surely they should have the right to select horses for courses openly instead of being legally bound, as at present, to accept any student with the *baccalaureat* for almost any course.

Everyone knows many of them select students surreptiously, some blatantly. Every year on the day "bac" results are announced, Parisien universities are besieged by enormous enrolment queues. Parents often bag a place at dawn while their offspring rush to pick up their "bac" results for presentation to the bad tempered lady behind the counter.

The corridors are full of hopeful students filling in complicated forms only to have their application rejected a few weeks later for some obscure reason. That is the way it has always been, and it's likely to remain that way for some time.

# Getting the chop for giving some stick

JAPAN

**Barbara Cassasus on the upheavals that have widened the gap between schools and society**



*Search and retrieve: reshaping the education system*

The firing of Japan's education minister Mr Masayuki Fujio in September proved the most sensational event of 1986 – even though it had more to do with politics than education.

Mr Fujio was dismissed after only seven weeks in office for a string of public statements blaming South Korea and China in part for Japan's actions in Asia before and during the Second World War.

From Japan's point of view, the problem was not what he said but the fact that he upset neighbouring countries – especially as the latest outcry in the region over Japanese textbook censorship had only just quietened down.

Most observers agree that Mr Fujio's comments reflect both government and public opinion and that his barrage of blunders was designed to hit back at Prime Minister Mr Yasuhiro Nakasone for giving him the education instead of the international trade and industry portfolio.

Meanwhile scepticism is hardening over Japan's much discussed education reform as no attempt is being made to reconcile contradictions between goals and the status quo that cannot or are unlikely to alter.

These contradictions include flexibility against centralized control, individuality against groupism and internationalism against nationalism.

As Mr Nakasone's provisional council for educational reform prepares its final set of recommendations for release next spring, squabbles among members and with the education ministry are creating fresh doubts that any substantive change will result. As one source put it, education reform here is like Japanese cakes: they look different but they taste the same.

The few ideas put forward or implemented so far have elicited little enthusiasm. For example, the suggested six-year secondary school to be set up alongside the three-year lower and three-year upper schools and considered elitist, tougher teacher training is opposed and the possibility for graduates of certain special training schools to qualify for university entrance has been virtually ignored.

Among the controversies fuelled by Mr Fujio's short time at the ministry were calls for stronger moral education in schools, greater patriotism and for the rising sun flag to be flown and the national anthem to be sung on official ports on similar suicides, but they were shocked by Hirofumi's story and the teachers were all sacked or disciplined.

Some sources feel that the problem of bullying is only one symptom of the widening gulf between school and society as Japan tries to re-shape its education system to fit its new role as an international power.

arrested three years ago after several of his "problem" pupils died, allegedly as a result of the rigorous training they received. Mr Totsuka was released on bail in July with no court injunction against his resuming his mission to bring juvenile delinquents under control.

Another bizarre and tragic incident was the suicide of 13-year-old Hirofumi Shikagawa, one of many victims of bullying in schools. Although he is not alone in choosing this means of escape from tormenters, the events behind it were particularly sadistic.

A group of classmates staged a mock funeral at his desk with the apparent complicity of four teachers, who signed farewell cards. The public was yet again becoming inured to almost daily reoccasions. Against that, in the interests of internationalization, up to 1,000 native English speakers will be recruited in 1987 to teach English in secondary schools.

One bizarre incident that attracted only passing mention was the re-opening of the Totsuka yacht school, whose owner Mr Hiroshi Totsuka was

LETTERS

# No surprise that pupils leave their PE kits at home

Sir – Brian Cox's article "Freedom to fail" (*TES*, December 5) presents the usual hotchpotch of folklore regarding the character-building qualities of competitive team games and their inevitable contradictions. He seems to miss the vital points about whether competitive games should be encouraged in schools.

He speaks for himself – he needed to learn his own weaknesses, but there is no evidence in the article that he discovered any, or that in discovering any he felt any crushing of the spirit. He clearly was successful: he went to grammar school, found himself in a good stream, I suspect, and went on to Cambridge, the only one in his year. Success indeed!

Then, being able to play soccer and "enjoying" doing so he sought out 21 others so as to have a game, gaining him an introduction to undergraduates from a similar social background with whom he could identify and form some kind of social life.

Marvellous, but surely the students who didn't enjoy these team games also managed to form a social life? Is there such a creature as the competitive team player who "drops out", or has even committed suicide?

Brian Cox is, of course, a thorough "English" sportsman, whether from England or no, and thus decries the gamesmanship of top-class competitive sport: squash and soccer are examples he cites. One must assume that these sportspeople were encouraged in their sporting prowess while young and at school.

The unacceptable face of competitive sport was thus encouraged at these schools – first contradiction. Never has society been more competitive or the received social ethic been more individualistic, a trend reflected in amateur and professional sport alike, while juvenile crime, Cox maintains, has "grown alarmingly".

Is there a correlation? If so, then Cox's thesis that organized, competitive games, encouraged in the schools, would obviate this trend seems to be another contradiction.

And is discipline really so easy to impose in the schools, as he also maintains? The truth is that many pupils are voting with their games kit and leaving it at home, while PE teachers seem to no longer feel, as they did when I was at school in the 1950s, that they have a right and duty to put pupils who show a reluctance to do games through all sorts of humiliating experiences to coerce them. The PE teacher of Barry Hines's *Kestrel For A Knave* is a vanishing if not vanished figure.

The educational basis for neglecting organized team games in the school, rather than actively discouraging them, is that pupils should be given access to a wide variety of recreational experiences as part of a truly educational foundation. If they are seen to have specific talents and interests, then parents and teachers will direct the development of those talents through the various proliferating agencies in the community: witness the growth of sports clubs and leisure facilities by the public and private sectors.

Brian Cox must realize that no matter how he perceives from afar his own halcyon salad days, the school, like the home, is not a total institution. Has he not noticed that there is big money for talented sportspeople and money is, whether he cares to admit it or not, the spur in Thatcher's Britain as I suspect it was, relatively, for his own generation. A Bryan Robson may not have cheated as a schoolboy but he may well stretch a point when his team is going under.

I was encouraged to sample the joys of cross-country running and freezing on the goal-line on a Saturday afternoon by a kindly Scoutmaster, pastimes which I sampled and then spat out. In recent years, I have freely entered into competitive squash and try to "win and to excel" in Cox's terms. But at school I lived in dread of "PT" and the ignominy of facing my failure in that field in front of my peers. For far too long schools have given pupils the freedom to fail. It's now time that they gave them the freedom to succeed.

PETER BUNYAN
St Chad's School
Tilbury
Essex



Competitive sport offers glory for some but misery for many

## Intrinsic benefits

Sir – While not totally opposed to competitive school sports, I feel that Brian Cox highlighted some of the very reasons why we should be aiming to shift the emphasis away from competition.

As teachers, we should surely examine our objectives for games. If our major priority is to "turn children on" to sport – to motivate *all* to pursue physical activities for health and enjoyment – then competition is an unnecessary element.

It is possible to strive for excellence in any activity if the participants are led to a clear understanding of the personal benefits of taking part. Furthermore, this intrinsic motivation is, I believe, more potent than the external reward that comes with beating the opposition.

If school sport really is to be about the promotion of physical and mental health, there can be no question of those incapable or afraid of joining the school teams opting out and coming "to terms with their own weaknesses". Like all of us, such people need exercise and should be given every possible opportunity to strive for, attain and then extend their personal best in whatever physical activity they choose to work at.

JOHN W STEPHENS
77 Baines Avenue
Irlam, Manchester

## Playing as a team

Sir – There is indeed Christian value in standing up to failure, as Brian Cox implies, even in sport, and certainly in life.

A different point which needs emphasizing is that team games are what they are – competitive as *between* teams, and not *within* them, at any rate when in play, full co-operation (keeping position, for instance, and not competitively "poaching") being then the norm, particularly if one does not wish to be censured, or lose one's place, perhaps for ever, in the team.

P A HOULDER
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## Head*teachers*?

Sir – When is a teacher not a teacher? Probably when he is a headteacher.

Having already drafted a letter to you on the subject of "better teachers", I found my thunder stolen by Jack Parkes' letter (*TES*, December 12). With you all the way Mr Parkes!

I too find it incredible that Mr Baker uses this terminology seemingly to refer to those with existing promotion posts. A wonderful boost to the unpromoted ego! Dare I stir the pot still further?

Who are the "teachers" anyway? Definitions please. I find it hard to equate my job as a classroom teacher with that, say, of a non-teaching head of a large comprehensive. It seems ludicrous to refer to us both as "teachers". No matter how good at the job of school management is this head, rewarding him with increased differentials does nothing to my mind to "reward better teachers".

I am not trying to denigrate heads (and indeed other colleagues who do not teach most of the time), but I feel it is not being too pedantic to ask for a better, more appropriate nomenclature. By all means let each be paid his just worth but managers are managers and teachers are teachers.

Of course extra pay must be added for extra curricular responsibilities, but when those responsibilities take you out of the classroom you cease being a teacher and start being a manager.

I want to see a new emphasis on teaching. Management is essential but for me it remains peripheral. Let us have incentives to keep "better teachers" in the classroom.

DAVID GEORGE
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Norwich

## Admin work

Sir – The "Day in the life of a modern head" described by Dr Proud (*TES*, December 5) must be typical of that of hundreds of headteachers in this country.

However, with the exception of roughly half an hour, the day's work he describes could be done by someone without any teaching qualification whatsoever. Yet, according to the Secretary of State Dr Proud must be one of our better teachers because he is one of the most highly paid.

Perhaps the article will help readers to understand why some of the teacher unions are pressing for better rewards for those who are really teaching, in the classrooms.

Finally, I suggest that Dr Proud should not be better rewarded, even as an administrator. If well-defined original instructions had been given, adjustments to the seating arrangements for his open meeting would not have been necessary.

ALLAN EDLUND
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East Sussex

**Letters should be as brief as possible and typed on one side of the page only. The Editor reserves the right to amend or cut letters where necessary.**

## Anti-anti-racists

Sir – What is most disturbing about Julia Neuberger's review of *Anti-Racism: an assault on education and value* (*TES*, December 5) is her abject failure (or refusal) to appraise critically the nature of the enterprise or the premises on which it is based.

She writes that the book's title is "absolutely accurate", but fails to develop logically the implications of that statement. On what grounds are anti-racists challenging the routine practices and procedures of the educational system and the values which underpin them?

Neuberger draws readers' attention to a *New Society* article in which anti-racists are criticized for their intemperance. A more pertinent reference from that magazine would have been its database page on October 17, 1986 in which the inequalities experienced by black citizens in the labour market were illustrated clearly. It is this tenacious persistence of racism in British society which compels the anti-racist movement.

In this context, then, the "anti-anti-racist argument" cannot be sustained legitimately, unless it is predicated on racist assumptions. It's unfortunate that Neuberger did not confront this issue in her review.

In his introduction to the book, the editor, Frank Palmer, writes: "No reasonable or decent person could condone racial discrimination or racial victimization". But in his attempt to inhibit the realization of anti-racist goals – geared towards the mitigation of racial inequalities in access to, treatment in and outcomes from the education system – Palmer and his colleagues are doing precisely that. It's from that perspective that their intervention needs to be considered.

BARRY TROYNA
Reader in education
Sunderland Polytechnic
Gray Road
Sunderland

## Built-in bias

Sir – I can only express puzzlement about who, aside from racists, would want to buy a book called *Anti-Racism: an assault on education and value*. Such, however, is the title of a collection of essays by distinguished academics like Roger Scruton and Antony Flew. Julia Neuberger's review having identified "deeply held prejudices" in some of the writers and their "polemic against the Far Left", goes on to admit moral credibility to several of the book's arguments. I would like to take issue with Neuberger's praise for one argument.

She welcomes the fact that Tom Hastie "explodes once and for all the theory . . . that the whites were the villains in slavery and the blacks always innocent victims". This argument has been heard before – often. To admit that not all whites are bad and not all blacks are good is based on obviously empirical evidence. But to elevate such statements to the level of theory is absurd. At the very least, any anti-racist theory has to identify the *structural* origins of racism. So-called "anti-anti-racists", and many multiculturalists stress a crude *psychologism* which renders invisible institutional manifestations of racism rooted in an ideology based on white power.

Unsurprisingly, the theories which offer greatest hope for disturbing the power structure of society come from the Left. These theories are the best we have because rather than attracting alternative theories from elsewhere, they seem to stimulate only theoretical polemic, ideological statement in the guise of argument and vituperative personalizing. It is disappointing that Julia Neuberger's review seems to imply that the important value of anti-racism can develop in non-ideological discourse above mere politics.

ADRIAN BAILEY
25 Lucerne Street
Aigburth, Liverpool

## Generating funds

Sir – You reported on November 28 that the recreational facilities at Wyndham School, Egremont may be taken over by British Nuclear Fuels plc as they are in urgent need of repairs which cannot be funded by the local education authority.

Although Wyndham School is not in the Allerdale area, members of the Allerdale branch of the National Association of Schoolmasters/Union of Women Teachers, while accepting that there may be no immediate alternative way of ensuring the future of these facilities, deplores the situation where state schools may become dependent on the generosity of local industry for their maintenance.

The cost to BNF is reported locally to be £2 million, less than 10 per cent of the £23 million needed to be spent on school maintenance in Cumbria. Spread across the rest of the schools in Cumbria, £2 million will not solve many problems.

We cannot be anything other than fearful of this trend, especially when considering schools which may not have a local, large, beneficent company to take over their buildings when the l.e.a. cannot afford the repairs.

DAVID CORNWALL
Honorary secretary
Allerdale NAS/UWT
Cumbria



## Well-loved witches

Sir – I have only just read a long piece which you published on December 27, 1985 called "Bewitching the boys" by Catherine Itzin. I must tell you that it is the most extraordinary and dotty essay I have ever read in my life.

My book, *The Witches*, which is the subject of Mrs Itzin's wrath, is now the most loved of all my children's books in many countries and is also being made into a major film by Jim Henson of Muppet fame. Do you really feel that the publication of this sort of rubbish was justified?

ROALD DAHL
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## More to life ...

Sir – "With imagination, all subjects can be linked to the job world outside school. If they can't, why are they taught?"

The quotation is from Mr John Anderson's article on "Youth training for all" (*TES*, December 5). Much of what he had to say was of great interest. However, his premise that all education must be job-orientated; if taken to its logical conclusion, will produce a nation of workaholics incapable of appreciating any activity unrelated to employment.

In the future it is obvious that there will be less work. Leisure time will increase; fewer people will be in full-time employment. Sport, the arts, hobbies of all kinds; these things will be essential to enable individuals to fill their lives constructively and we, now, have to convey to our pupils the value of such activities, even if they receive no financial remuneration.

Working as he does in an area well-known for its strong choral traditions, one would have expected Mr Anderson to be aware of human needs beyond mere work-skills, important though these are.

JANET A HARVEY
Director of music and senior mistress
St George's School
Ascot, Berkshire

## One true faith

Sir – Mr Peter Mitchell's statement (*TES*, December 12) that: "Few religions do other than proclaim by their practices and doctrines the truth and adequacy of their own belief systems" will hardly cause a great deal of astonishment. What does he think a religion is? What does he *expect* it to do?

Educational theorists should stop trying to manipulate religious truth to fit an essentially non-believing scheme and pattern of their own invention. "Multi-faith" is the one thing no person can possibly be – unless he has abandoned all interest in truth and regard for sincerity. These latter qualities should be fostered in children, not weakened.

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FEATURES

# The explicit curriculum

## Schools must specify exactly what they are preparing pupils for, Mark Hewlett argues




*'HMI's eight areas of experience should be buried publicly without delay'*

From the "right", the "left" and the "centre", there is a general concern that schools should more effectively prepare young people for life after school. Pupils of all abilities leave school ignorant of much that would be useful to know and lacking skills which could readily be acquired.

The essence of the problem lies in the disconnection between education and the demands of the world outside education. I know that a plethora of recent initiatives seek to do this, particularly by establishing close links between school and industry, through developments in technology and computing and in TVEI which has promoted development not just in technical and vocational education but business education, social and personal education and encouraged activities better designed to engage pupils more actively in their own education. And there is GCSE which explicitly encourages schools to relate work to the social, political and physical environments.

But the current reforms will achieve nothing of any significance. They generally perpetuate curricular structures which have never been worked out objectively, systematically and coherently and which have served us ill over the decades.

The reforms to date are *ad hoc* and peripheral. They are no more than tinkering with a basically ill-designed, or rather *un*designed, system which rests on no secure foundation of clearly stated purpose linked directly to systematic rational planning of the curriculum.

The flaws are major and fundamental; they lie in failure to specify aims in sufficient detail to be a useful basis for curriculum planning and failure to translate those aims into a curriculum designed to achieve them. In *The Logic of the Curriculum*, P H Hirst and R S Peters say: "We shall take the term curriculum to be the label for a programme or course of activities which is explicitly organized as a means whereby pupils can achieve desired objectives." On these grounds, it is questionable if many schools have a curriculum.

In *Curriculum 11–16: Towards a Statement of Entitlement*, HM Inspectors say:

"An adequate specification of the curriculum should include:

A a statement of aims relating to the education of the individual and to the preparation of young people for life after school; and

B a statement of objectives in terms of knowledge, concepts, skills and attitudes."

Inspectors also say that the curriculum should be broad, balanced and relevant to the aims that are set. But there is universal failure to act on these recommendations systematically.

Having gone through the ritual of stating intentions about preparing pupils for life and developing skills and desirable personal qualities (invariably in a few general statements which are quite useless as a basis for curricular planning), teachers allow these rather blurred ideas to drift yet further out of focus as they decide what subjects they are going to put on the timetable. The result is that while *some* of the work done by pupils is clearly related to life after school, while *some* of the skills, *some* of the knowledge and concepts and *some* personal qualities may be developed, it is all haphazard, frequently the by-product of subjects which are in the curriculum for no adequate reasons.

What should be centrally important (according to aims and aspirations expressed) are omitted or treated perfunctorily. How many schools which profess earnest intention to develop initiative, self-reliance, self-confidence and intellectual curiosity, deliberately place as a priority in their planning an appropriate range of experiences which will develop them? Few, if any, I suspect.

Schools fall back into the old, unquestioned grooves of academe worn deep by long usage, trapped into accepting the traditional subject structure buttressed by the exam system which they feel they can do little about.

GCSE, a direct descendent of the old GCE and CSE, won't make much difference, nor will a few modular courses in fourth and fifth years. Even more technology and computer studies courses will not bring about a revolution unless they are carefully thought out in terms of applications to problems and opportunities pupils will face.

Having constructed the timetable, teachers rationalize what they have done by citing a few examples of how (often, in extra-curricular activities) they have provided learning experiences well-suited to achieving some of their aims and justifying their curriculum on the grounds that it conforms to HM Inspectors' eight areas of experience (aesthetic/creative, ethical, linguistic, mathematical, physical, scientific, social/political and spiritual) – now increased *ad hoc* to nine (technological).

It is unfortunate that of all the excellent practical advice given by HM Inspectorate over the years, the thing that seems to have stuck is the aberration of the eight areas of experience – a conceptual hotch-potch which offers an incomplete and disorganized basis for curriculum planning. It should be buried publicly without delay, preferably by those HMIs who appreciate how inadequate it is.

It deflects attention from the very thing that is required to produce an adequate specification of the curriculum (recommended by HMI), that is, a comprehensive, detailed and systematic analysis of the knowledge, concepts, skills and attitudes/personal qualities needed to prepare the individual for life after school. The reason why the eight areas of experience has caught on is that it more or less fits with what schools have always done. It is a recipe for complacency.

If, on the other hand, we accept the need for an adequate specification of the curriculum, we must give careful consideration to the circumstances in life after school for which we are preparing the individual. What are the problems they are likely to have to cope with? What are the opportunities they may meet? What are the issues upon which they will need to make sound and responsible judgements?

I recognize that in social studies and tutorial programmes, there has been some groping towards identifying the needs of society and of individuals in life after school. There have been shifts of emphasis in subjects like general science and geography too. But these developments have been isolated and piecemeal and conceived of as something separate from other parts of the curriculum, serving paradoxically to perpetuate misconceptions about the contributions of other subjects and perpetuating simplistic and damaging distinctions between vocational and academic.

I know, too, that GCSE recommends relating subjects to real life and offers some flexibility to teachers to reduce the pointlessness of their work. But what does it say about the structure and balance of the whole curriculum? Almost nothing; it leaves it stuck in the age old rut.

If we are serious about HMI's first precept (A), we must not fudge the questions I pose above. While one will not get an immediate agreement on what the diversity of life might hold in store for people, we must try to specify the multifarious experiences and circumstances of life for which we are preparing young people. Then, in order to produce a curriculum which has some conceptual and organizational order, it is necessary to arrange these experiences into some broad categories which make sense and offer some coherent structure.

These categories I call regions of application. They represent the situations and circumstances within which the individuals apply the knowledge, concepts, skills and personal qualities which the educational process develops. An example of the regions of application is as follows:

1 – The Domestic Sphere, including the practical, financial and aesthetic aspects.
2 – The World of Work covering the whole range of work that people do.
3 – Leisure – opportunities for recreational and creative activity outside work.
4 – Continuing education research/exploration, either for defined practical ends or open exploration into unknown fields.
5 – Neighbourhood and Community: our local social, political, legal, economic and physical environments.
6 – Our wider social, political, legal, economic and physical environments including regional, national and international contexts.
7 – Family.
8 – Personal relations in other contexts, formal and informal.
9 – Self personal reflection, the spiritual dimension.

The nine categories overlap but for the sake of simplicity, I present them in a "one dimensional" list as if they are all discrete and similar in nature.

Having argued that we must not be coy about dealing explicitly with what preparation for life means, we must equally pay attention to the second precept (B) by clearly and systematically setting out (1) the range and type of knowledge and concepts, (2) the whole range of skills, and (3) the whole range of attitudes and personal qualities as a preliminary to building a broad, balanced curriculum which is organized to develop all of them. This is something else that has never been done systematically.

The knowledge and concepts to be developed and applied within the regions of application include:

1 – Essential knowledge for basic competence.
2 – Knowledge of problems, issues and how they may be resolved.
3 – Knowledge of opportunities which will exist and how to make the most of them.
4 – Further useful knowledge and ideas to increase understanding, generate interest and excite curiosity.
5 – Sources of further information (distance learning, etc).
6 – General theoretical ideas to expand conceptual awareness and intellectual perception; to include studies from a broad, balanced range of academic disciplines.

The various skills to be learnt include those of literacy and numeracy; technical, technological, design and computing skills; decision-making, memorizing, thinking, problem-solving and research and study skills; and personal skills such as self-presentation, judgement, teamwork and the skills of business and entrepreneurship.

As well as applying knowledge and skills, the curriculum should also explicitly develop such personal qualities as initiative, perseverance, determination to achieve high standards, confidence and courage, cooperation, honesty and integrity. It should develop self-esteem, personal values and a sense of fundamental purpose.

If this looks like a social studies programme, this reflects the curiously distorted way in which the curriculum has traditionally been perceived for donkey's years by teachers stuck in their intellectual ruts. They are not just subjects for social studies and RE teachers.

What would the regions of application curriculum look like on a timetable? The "subjects" would be the nine regions of application or amalgamations of them. Learning is best applied in the context of the complex realities of real life; even academic researchers do not live their professional lives in boxes with single labels on them – though I appreciate that time needs to be allocated to concentrate on acquiring specific skills. HMI's eight or nine areas of experience and traditional school subjects are all still there, but sorted out in a more useful way.

Of course, it is important to teach in a stimulating, imaginative way and to engage students actively in their own learning. But, this is a separate question from what is taught. We have to focus on what is most important. Resources are limited and we cannot afford to dabble in the arcane, if that means sending young people out into the world politically, socially and technologically "illiterate", and lacking skills they need.

This curriculum does not devalue academic learning. In spite of its emphasis on "relevance for real life", one of the specific aims of this approach is to improve the quality of academic education by enhancing young people's general conceptual awareness and to encourage them to engage in genuine academic exploration. The traditional curriculum generally fails to do this. Indeed, the force and value of concepts developed within "academic" disciplines are often limited by the subject matter of those disciplines whereas these applications can be used to exemplify the applicability of concepts in different contexts.

Neither does it focus too much on the mundane and the practical at the expense of the enjoyable and the creative. Specific emphasis is placed on the recreational, creative and exploratory aspects of learning. "Life After School" includes leisure which, we hope, will be used in enjoyable and creative ways. It is important that we do not ignore this. We should encourage people to explore the unknown in fields of study however abstract. The traditional curriculum is poorly organized to promote either enjoyment of learning or academic exploration.

So far, I have emphasized the needs of the individual. But education is more than a service for individuals. It also serves society at large. So representatives of a wide range of interest groups should have a say in the curriculum.

At present, the range of interests represented on governing bodies is very limited. The 1986 Bill will make no significant difference in this respect, either in the breadth of interests or the influence governors have on the curriculum. Parents, local community representatives and politicians should continue to have a say but they are not qualified to speak for all society's interests.

Industry and commerce should have a direct input into curriculum planning along with those concerned with the welfare of the family and the community, including those responsible for the law, the environment, the arts and leisure and recreation. By no stretch of the imagination are governing bodies as proposed by the new Bill capable of representing the host of organizations which administer to people's social and spiritual welfare or maintain our culture.

Effective curriculum reform has proved exceedingly difficult and it is hardly surprising that new schools have been proposed. But nothing yet suggests that the new city technology colleges will offer anything more than has been offered in the past and teachers are sceptical of a proposal which threatens comprehensive schools by depriving them of resources and public credibility which they have lost through no fault of their own.

There must, however, be a case for experimentation, for an opportunity to start afresh, to re-group and reorganize and to rectify deficiencies. I believe it's time that educators got down to answering some of the basic questions which have never been given serious practical attention. Fiddling about with our century-old curriculum without getting straight what the whole system is designed to achieve is nothing less than a scandalous mismanagement of public and private resources.

*Mark Hewlett is principal of Quorn Rawlins Community College, Leicestershire. His book, Curriculum to Serve Society has just been published by Newstead Publishing, PO Box 55, Loughborough, price £5 (including postage).*

# Going public



## Teachers who throw open their classroom doors deserve more support, says Gary Thomas

It may once have been true, as David Hargreaves said, that teachers think of teaching as something akin to sexual activity – best done in private. But no longer: many teachers are now opening their doors and encouraging other adults to participate in their classrooms. Teachers are going public.

Perhaps because there was no single cause for the influx of extra adults – because there has been no fanfare, no top-down initiative – this revolution has gone unnoticed. But revolution it is: the territory of the teacher changes quite dramatically when someone else is present. Teachers and children are bound to behave very differently if extra adults move into their domain.

It is a revolution also in terms of opportunities. Enormous gains in, for instance, reading ability can come about when parents are involved hearing their children read at home; the benefits are surely multiplied if parents and others are helping *in* the classroom where teacher's expertise and guidance are on tap. Schools become more a part of the community and in so doing there is more openness, more trust and better communication.

And for extra people to be involved in classrooms – many of them unpaid or untrained, or both – there also has to be a revolution in our thinking on issues like professionalism.

Is the presence of untrained volunteers putting paid staff in the dole queue? I suspect the revolution in thinking about issues like professionalism is probably over for most teachers. Accepting that parents have a right to be involved, the question now is now "Should I involve parents?" but rather "*How* should I involve them?"

No one seems to be quite sure how far the revolution has gone. Despite its importance and despite the clear interest in issues like parental involvement, there seems remarkably little research into its extent or its nature in classrooms. The gap between rhetoric and research is widening all the time.

This dearth of information prompted me to ask classteachers what is actually happening in their classes. Eighty two teachers from across the primary spectrum in one region of Oxfordshire were kind enough to fill in timetables which showed the way in which extra people worked alongside them in class in one week. Even allowing for Oxfordshire's encouragement of parental involvement, the results exceeded what I expected.

All but one teacher had someone extra involved with them in the class for some portion of the week. Most of these extra people were parents. (I should really say "mothers" since only about one in 50 sessions of parental help was provided by a father.)

Parents were in fact involved in *nine out of ten* classes for some part of the week. The other main participants in the classroom were ancillary helpers, welfare assistants (often provided by the local authority to help meet special needs), peripatetic teachers, secondary school pupils, school governors and other volunteers.

Mrs X's first year junior class was one of those where participation of other adults was greatest. She was *never alone* in the week; six parents visited at different times of the week; two peripatetic teachers each visited for a short time, and two welfare assistants between them provided a full timetable of support for a handicapped child.

At one time – Thursday morning between registration and morning break – Mrs X had no less than three parents and a welfare assistant working alongside her. Mrs X is by no means atypical; indeed, the "average" teacher had five other adults working alongside her over the week.

What were these people doing in the classroom? The survey gives some interesting answers:

On average, a parent would come into class once during the week and work for between two to three hours, spending most of the time hearing children read but also possibly working on art and craft or language and number games.

The traditional prerogatives of parents – cooking and needlework – seem to figure less prominently now than they might have 10, or even five, years ago. It is most unlikely that our average parent will be asked to do tasks such as cleaning or mounting children's work.

In the classes she went into the average ancillary would be involved two or three times a week spending rather less time there than parents – between one and two hours at a time. Although hearing reading with individual children will be her main activity, she will be involved in a much wider range of activities than parents – cleaning and tidying as well as working with children – perhaps having been asked by the teacher to help as necessary.

The average peripatetic teacher and the average welfare assistant have surprisingly similar profiles, each spending by far the greatest proportion of time working (in different ways) with children who have learning difficulties or other special needs. The similarity ends there though.

The picture I have from my returns is of the peripatetic teacher dashing from class to class, only having time to spend an hour or two in each and visiting each for only one session a week. The welfare assistant will be spending longer in each class and will be working for four or five sessions a week.

Large schools seem to involve just as many people as small schools. But more adults are involved in infant classes than in junior classes, and more people are involved in lower junior than in upper junior classes. In fact, it seems to be the case that as the age range of the class gets higher, the number of adults likely to be participating decreases.

The mixture of people participating gives some clues to the reasons for the move of additional adults into classrooms: there seem to be two important trends involved. First, there is the trend to increasing parental involvement, and second there is the integration of children with special needs. Parents seem to be involved far more *in* the classroom nowadays – and not just helping on school trips or with swimming.

Integration of children with problems is often (when it is done properly) resulting in teachers and others moving over from special schools and withdrawal schemes to work alongside classteachers in mainstream classes.

It is easy to think of just the opportunities in this kind of innovation and to ignore the problems. But there are real problems which have to be faced. Teaming is notoriously difficult to do well. The atrophy of team teaching over the last 15 years or so is testimony to this.

People may easily become disillusioned about moving into the classroom. Parents, for instance, might feel that they don't know what they're supposed to be doing; ancillaries or welfare assistants might feel they could be doing more (or less!), or they might be dissatisfied with having to work with the same group of children for a very long period of time. Peripatetic teachers might feel that they are inhibiting or embarrassing an experienced or unconfident teacher. Children may assign imaginary weightings to the importance of the various people present and behave toward them accordingly. The list of problems could go on – in fact research has shown that assistance in the classroom may lead to teachers spending *less* time with children, perhaps because it takes so long keeping track of what the adults are doing.

It would be a pity if these developments died away because of inadequate support and guidance on such problems. Teachers are enthusiastic about promoting this innovation at the moment but that enthusiasm could all too easily turn into disillusion as problems rise. People need support and time if they are to make a success of changes which profoundly affect their working environment. Teachers need time for in-service training on ways of managing this kind of innovation.

The openness that is now bringing more people into classrooms promises to correct some of the public's misconceptions about today's education and its goals. Let's hope that the energetic commitment to openness that teachers are demonstrating is encouraged and developed by those who have the power to provide them with support.

*Gary Thomas is senior lecturer in the department of educational development, Oxford Polytechnic.*

# Friends indeed

## Hilary Tagg reports on the befrienders of children in need



Chris Price

For children who have problems at home, at school, or with the police, life can be very lonely; the future can seem bleak and unpredictable. But in Cambridge such children can be referred to a scheme known simply as Befriending. Run by social services in conjunction with the local Save the Children Fund and community education, it provides a stable, regular, adult influence in a child's life, someone who gives friendship and support without representing authority.

Established in 1978, Befriending was originally set up to offer an alternative to intermediate treatment for young offenders. Eight years later, the scheme now accepts children at risk for a number of different reasons.

Vic Blickem, a social worker who has been involved with the scheme from its inception, explained: "The long-term aim of the scheme is to keep youngsters out of institutions of whatever kind." Children may be referred by social workers because they come from one-parent families or broken homes and encounter difficulties as a result. Alternatively, a child who is constantly disruptive at school may be considered by an educational psychologist to need the extra attention and regular support offered by a befriender.

Befrienders are volunteers and need no specialist background to join the scheme, though there is a screening process which includes detailed references. Cath McGuinness, a community education worker, described a typical befriender as, "someone from a stable family, settled in the local community with plenty of time. They must be entirely reliable and convinced of the commitment they are taking on."

The commitment is initially for a year but can last considerably longer, depending on how relationships develop and what progress is made. According to Vic Blickem, some volunteers have experience with children, some had bad experiences themselves as children. But most are simply "interested in young kids and want to do something positive".

Volunteers attend a six-session initial training course developed by social workers and teachers. It is designed to introduce befrienders to the problems they may encounter, and to suggest possible solutions to overcome them.

Lesley, a young mother with two children of her own, joined the scheme two years ago. She was a speech therapist so she was already familiar with problem children, but welcomed the information given during the training. Discussion with experienced befrienders and social workers helped her when she was matched with an eight-year-old girl from a single-parent family in difficulties. "It made me think around the problems which could arise. We had to think what it would be like to be a child in a particular situation, to get into their shoes and see how we felt."

She has befriended Susan for 17 months now and believes she has benefited from being with a normal family. Lesley described how, when Susan first came home with her, she suddenly started behaving like a baby, aping Lesley's baby son.

"It was quite alarming at first. Later I learned that her mother treated her almost as a peer. She is a very mature little girl." Away from home Susan seemed to react against this grown-up world and revert to babyhood.

The support system, offered to befrienders as an integral part of the scheme, helped Lesley to understand and cope with Susan's odd behaviour. "Gradually she stopped needing to act in that strange way and now only does it occasionally. She really enjoys herself when she comes and is like a sibling to my two."

For Cath McGuinness, the great advantage of the befriending scheme is that, "it is different from any other. We can intervene before kids have got into any trouble. Also, it's voluntary for the kids too. Nothing is imposed on them, there is no force, no court order." As a result, children don't feel threatened and are more likely to trust their befrienders.

Parents are fully consulted beforehand and with their consent a child can be taken into the scheme. Befrienders are encouraged to keep regular dates, usually at weekly intervals, with the children, so that they become used to a reliable routine.

The Befriending scheme keeps no statistics by which to measure its success, though Vic Blickem confirmed that children rarely got into trouble with the police or reoffended while they were being befriended. But as Lesley pointed out, "emotional stability is impossible to measure and social workers keep referring kids, they obviously have faith in it."

The most well-known success story in the scheme is that of Michele Hagard and Tony. Together with Vic Blickem, Michele has written a book called *Befriending* based on a diary she kept during the first years of her relationship with Tony. She was attracted to the scheme because, she said, "coming from a privileged background, I always had people encouraging me. I wanted to do something for kids who didn't have that advantage."

Then aged 13, Tony had a series of petty pilfering offences to his name and finally, after causing £1,500 worth of damage to his school, he was sent for intermediate treatment. Shortly afterwards, he was matched with Michele who had just completed her befrienders training course.

Their relationship had its ups and downs but the book reveals the slow and often painstaking progress, plotting a course of gradual but distinct improvement. They are now the best of friends and Tony still visits Michele and her family regularly.

Now 20, Tony has a job in Cambridge and his unpromising adolescence is a thing of the past. He attributes his self-confidence and ability to relate to people largely to Michele's early efforts. "I used to keep everything bottled up. Now it's much easier to talk to people and to trust them." He agreed with Michele that the scheme should spread elsewhere. "It's helped me a lot – it would be great if it could help others too," he said.

Although Befriending is a voluntary scheme it still needs money for training sessions and general running costs. To ease the financial situation, the scheme is to become a charity in the New Year. Tony, who has just taken up parachuting as a hobby, is considering making a jump to raise money for the new charity. His comment that he made his first jump because he is "afraid of heights" is typical and epitomizes his attitude to life now.

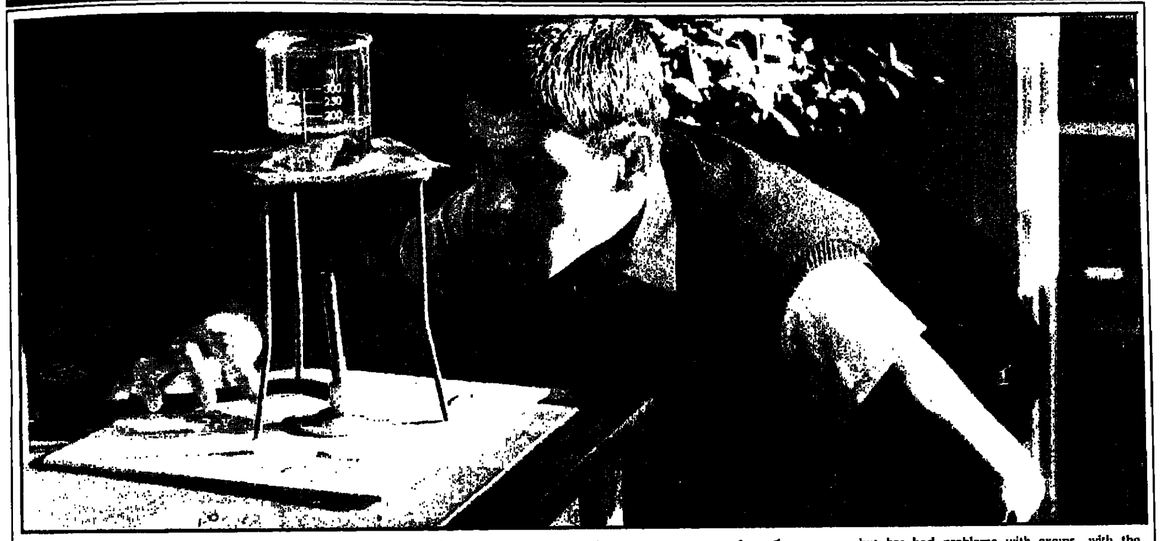
Michele's persistence in encouraging him to read by plodding through the *Grange Hill* series and her constant interest in his school work spurred him on to do well for her sake and his father's. Michele's efforts to teach him to cook leave him appreciative, though not necessarily convinced that his is where his talents lie. Nevertheless, he is entirely convinced that such children as himself could be prevented from all kinds of trouble if more schemes like befriending were adopted.

Vic Blickem believes the scheme has done a great deal for "the whole way of thinking about kids in this position. It's different approach and provides reliability and consistency to a child who may previously have known neither.

Both he and Cath McGuinness pointed out that there are considerable economic benefits in schemes like Befriending. Detention centres and institutions run by professionals to cope with problem children cost many thousands of pounds. The Cambridge Befriending scheme costs very little by comparison and yet can boast extremely favourable results, and many successes, to prove its effectiveness.

*Befriending by Michele Hagard and Vic Blickem is published by The Oleander Press Ltd, Paperback £6.95, Hardback £13.50.*





# In from the cold

## Giving the less able a chance to think scientifically

Less able pupils are deprived of scientific working and thinking because the conventional exam courses are overloaded with factual material they cannot cope with. That, broadly, is the thinking behind CHASSIS, a new project for fourth and fifth-formers in Cheshire.

CHASSIS is a deliberate acronym, the word itself being more important than the unwieldy title for which it stands – Cheshire: Achievement of Scientific Skills in Schools.

"We wanted a name for the project that would indicate the same thing for pupils and teachers within education, and for employers outside it," explained Graham Wilson, head of science at Westlands high school, Congleton, and project co-ordinator. "A chassis is a supporting framework, onto which individual requirements can be built. Our CHASSIS provides a framework in science so that pupils can develop their interest and skills as far and as fast as suits them."

Brian Leek, Cheshire's senior science adviser, recalls the reasons for backing the CHASSIS project: "We were aware that we were not teaching adequate science to a set of pupils who cannot handle the content-based curriculum and examinations used for O level. They simply cannot reproduce facts and information in the necessary way. But they can learn the means to obtain facts by familiarity with basic science skills, by investigating, measuring and hypothesizing."

Although Graham Wilson believes the new GCSE curriculum provides more scope for the low ability pupil, he feels strongly that many lower ability children will still be left out in the cold.

"The national criteria are too hard for these pupils," he maintains. "Twenty per cent of children are leaving school without a science qualification. They become discouraged and lose interest early on, quickly giving up any idea of achieving anything in science. Quite often they even give up going to the lessons."

Better attendance is one of the changes already noted by the science teachers at Westlands high school. When it was realized that the GCSE science curriculum was not going to provide as much as had been hoped for low ability pupils, the CHASSIS project was accelerated so that it could start in September 1986.

The CHASSIS class occupies all four periods of morning school. Some staff were sceptical about some of these pupils maintaining their interest for such a long time span, but by the last period of the morning the atmosphere of concentration and interest was still fairly strong. Pupils worked in pairs, or, more often on their own, each work bench with a different experiment.

Brian Leek claimed, "They are not just following experiments blindly from a book. Although they use books for guidance, they usually know what they are doing and why they are doing it. They are learning to think for themselves."

Certainly this was the case with several of the students in the class; those that seemed totally engrossed in cooking samples of oil to see what happened, or building circuits, or investigating skin sensitivity for a cosmetics project. Though some students were not very articulate, the majority communicated the fact that, contrary to their previous experience, they now thought that science was interesting and that they could do it.



Photos by Gad Murray

"The difference is that we are left to get on with the work ourselves. We don't have to keep up or wait for anyone else," said one pupil.

"The actual work the students are doing is not new," explained Graham Wilson. "We have used schemes developed and researched by other groups, such as the one at Jordanhill College, Glasgow. But we have adapted them for CHASSIS. The students are required to experience 30 concepts and master eight skills. When we compiled the list of concepts, we tried to be realistic about what the children would be able to grasp and to eliminate those that were beyond them."

In order to test the acquisition of skills, each child is drawn unobtrusively to the side or back of the classroom to try a simple test. For example, some liquid has to be poured from one test tube to another, without spilling any. Although taken seriously, the skill tests are not regarded in the same light as exams as there is little pressure involved. If some liquid is spilt, the test can be taken again next week, until the skill is mastered at one of three levels of competence.

Some of the skill tests require the student to listen to instructions on a tape recorder, using headphones. "As far as we know, this is a new departure in science teaching," said Brian Leek. "The student has to listen carefully to what she is being told, such as an instruction to fill three beakers to different levels. If she gets the wrong amount when she mixes the contents, she knows its because she hasn't concentrated hard enough on what she was told to do.

"Usually, these students become easily discouraged because every time they start a project, they have to overcome the barrier or coping with reading or writing. It doesn't mean that they couldn't do the project itself, just that they lose sight of it.

"We have discussed CHASSIS with several local employers and they seem particularly keen on this aspect of the scheme," he continued. "They think that it is important to know that a young potential employee has the ability to carry out oral instructions, as well as to measure and organize things."

Of the 22 students on the CHASSIS project at Westlands high school, a number will be entered for Mode 3 limited grade (C-G) GCSE, developed by Manchester and Cheshire education authorities. CHASSIS particularly lends itself to use in a mixed ability group because individual children can learn at their own pace. For the low ability students, this has the advantage that they are working with brighter children yet tackling work within their own scope.

But does CHASSIS hold back the higher ability pupils, or even lower the standards they can expect to reach? According to Graham Wilson, CHASSIS does not have these effects: "If a child works fast and learns quickly, he or she can build on what they have achieved, moving on to new, harder projects. The teacher is in more of a position to assess what level a student can attain, and help them to reach it. Theoretically, CHASSIS should provide a student who is fairly bright but has had problems with exams, with the opportunity to reach a higher level of qualification, even going on to A level."

The individual attention needed for pupils on the CHASSIS scheme could be a possible disincentive for other schools to try it out. The preparation of equipment and materials for all the separate experiments requires 12 hours of school technician time a week.

"It is possible to organize CHASSIS to suit what resources are available," Brian Leek said. "Instead of 15 different experiments, which would be the ideal, you could have three experiments with five children working independently on them. It wouldn't be as good or as effective in creating an atmosphere of individual achievement, but it would still improve the quality of the science teaching."

After the first two months, David Wood, new to teaching and responsible for the CHASSIS course at Westland, was enthusiastic. He guides the students through their projects and tries to answer their questions in such a way as to stimulate more inquiry. Their achievements are recorded on charts pinned up at the back of the room. Apparently a certain amount of gentle competition is developing, which the teachers regard as good motivation. The students are encouraged to explain concepts to each other in group discussions.

All pupils taking the CHASSIS course receive a certificate that records their successes, but not their failures. "Positively worded", these documents are intended to prove to the pupil that they have achieved something of worth and can be shown to prospective employers.

The certificate states that the holder has studied science for 20 per cent of the fourth and fifth year curriculum and that he or she can, for example, use scales and supply correct units; implement common laboratory techniques by following detailed instructions; follow pictorial or spoken instructions; present a written or spoken report; and use generalizations and observations to draw valid conclusions. The certificate is signed by Cheshire's Director of Education, giving it (in the eyes of the CHASSIS working party) more credence than those issued by schools alone.

Brian Leek was not much surprised when 45 of Cheshire's 74 schools opted for the CHASSIS scheme and he hopes it will be taken up by other authorities.

"I think we have found a way of interesting children in science to an extent that they want to finish the course and display their qualification. It is early days to say what evidence will emerge during the first two years to prove that CHASSIS does help students acquire a better knowledge of science, but already we have noticed increased motivation and enthusiasm."

The final shape of CHASSIS may be different from that envisaged by its original engineers, but they are unlikely to be too worried. After all, a chassis is the supporting framework for greater things. Once it has been established, who knows what achievements will rest on top?

Sarah Farley

*The CHASSIS Teachers' Handbook is available (price £1.50) from: Director of Education (Schools Branch), County Hall, Chester CH1 1SQ.*

TALKBACK

EDUCATION OTHERWISE

# The family way

**Roland Meighan**

Ten years ago the self-help organization for families who educate their own children, Education Otherwise, was formed. The number of families involved has grown from a score when I first began my research into EO to approaching 2,000 now. So this approach is apparently meeting the needs of a small, but increasing, minority of people in the UK and has made me much more modest about my skills as a qualified teacher.

One recent book on home education claimed in its title that *Anything School Can Do, You Can Do Better*. It is an exaggerated claim rather than an absurd one and I estimate that the majority of what a school can do, home-based educators can do as well and often better.

The minority of activity that homes find more difficult to emulate involve the facilities and experiences of school orchestras, drama productions, television programme making, team games, some aspects of physical education and activities that require groups such as discussions and simulations.

Ironically there are often seen as the "frills" of schooling so, if they are removed by economic cuts, the claim of the book mentioned above gets that much more accurate.

What is often claimed to be the hard core of schooling presents no insurmountable problems for an energetic and determined family. Neither do families have much difficulty in achieving better social education than the regimental and age-obsessed social life offered by all too many secondary schools.

The parents of families where there are children in school and others having home-based education invariably report that it is the ones at school who have the social problems; for example, finding it difficult to relate to anyone other than their own age group, having become subject to the tyranny of the peer group.

Another lesson from my research is that parents are undervalued as educators even by those who talk, preach and practise parental involvement. The stance taken is all too often the patronizing one of how parents can be made useful to teachers as aides rather than how teachers can amplify and extend with parents the work begun in the first five years of a child's life.

All too often "parents as educators" turns out to mean junior partners not equal ones, though there are some honourable exceptions to this.

My research also revealed the unacceptable face of school management. The correspondence parents have shown me as part of their exchanges with a minority of headteachers, local education authority officials, educational psychologists, and other educationists have frequently been shameful for their lies, ignorance, distortions and ugly threats.

Time, energy and money is given over to trying to stifle the initiatives of families.

There is an impressive irony in educationists telling parents that everything will be all right if their children go back to school when it was the inflexibility and regimentation of the regime there that caused much of the damage to the children in the first place.

On the brighter side, it is only fair to point out that the majority of home-based proposals are tolerated and sometimes treated with open-minded interest by local authorities and schools, and in these cases some productive ideas for the future development of education systems may emerge.

I have also witnessed some very rough justice in magistrate's courts when helping defend some of the families denied their rights.

Although this has usually been redressed in Crown Court appeals, it has cost families dear in both money and personal stress. The irony is that the offence appears to be that of caring too much about the education of their children. Truants pass by the court buildings unharassed during the hearings.

The late John Holt makes a similar point in his book *Teach Your Own* about cases of this kind in the USA. I have not yet encountered any families



whose educational programmes were educationally indefensible on grounds of fanaticism, criminality or illegality although they may exist, and would quite properly merit scrutiny by the courts.

I have also begun to harbour serious reservations about those educational psychologists who invented and sustain the dubious condition they call "school phobia" since it has caused so much distress and misery as well as absolving schools from blame.

The people whose mental health has worried me during my research have not been the families and their so called school phobic offspring, but the handful of educational officials, social workers, educational welfare officers, educational psychologists and headteachers who persecute families with the breathtaking certainty that they know the One Right Way to educate.

The research has highlighted some possible ways forward. Most parents I have encountered actually want a positive relationship with their local school. Their home-based education usually begins as a last resort motivated by desperation although they may become quite enthusiastic about it after experiencing it for a while.

A few families have one child in school and another out with options to change in either direction as events unfold. They are pioneering a more flexible form of schooling. Others have developed flexibility with a programme part time in school and part time at home – a kind of Portage scheme for the non-handicapped. These and other forms of more flexible education programmes I have come to describe as "flexischooling" and it seems to me to hold great promise for the future.

*Roland Meighan is senior lecturer in education at the University of Birmingham.*

SEVERE LEARNING DIFFICULTIES

# Abolishing initial training

**Beryl Smith**

Andreas Markides' anxieties (*TES*, October 31) about the proposals to prepare all class teachers of the deaf by in-service training apply similarly to the trainings of teachers in the field of severe learning difficulties.

Dr Markides described the adverse effect of the closure of well-established and successful initial teacher training courses.

Even assuming that secondment will be available for all who wish to retrain as teachers of the deaf, it seems unlikely that sufficient numbers will apply. Those who apply presently to train by this in-service route amount to only half the numbers required. In addition, not all who apply will meet course entry requirements.

Although there is no mandatory requirement for specialized training for teachers of children and young people with severe learning difficulties, there are two main groups – those with mainstream training, with or without additional qualification in special education, and those with initial teacher training in mental handicap (severe learning difficulties).

Severe learning difficulties encompass a wide range of mental and physical disabilities. The children's educational needs overlap in some respects with those of normal children but they often have specific needs.

Learning difficulties may also be compounded with hearing, visual or motor impairment or with bizarre behaviour.

The needs of a child with severe learning difficulties can rarely be met solely by mainstream educational methods since many skills and behaviours which other children learn spontaneously may need to be carefully and systematically taught.

So their teachers need to have made a specialized study of the early levels of child development, of processes of mental growth, of methods of diagnostic assessment, of curriculum design in relation to a developmental curriculum, of the latest technological resources and of the organization of the learning environment.

Skills such as the ability to make detailed observations, to assess and record in all areas of the curriculum, specify precise objectives, plan and evaluate individual programmes and achieve a balance between group and individual work need to be developed to a higher degree of proficiency and at a greater depth by teachers of children with severe learning difficulties.

In addition, they need to master specific teaching techniques and to develop the ability to work collaboratively with other professionals and with parents to meet the wide range of individual differences found in these children.

If the Government's recommendation – that all class-teachers of pupils with severe learning difficulties must in future be prepared by in-service training – is adapted, their education will be adversely affected in much the same way as that of hearing impaired children.

Teams of experienced trainers will be disbanded (and have already been so) and it is hard to imagine that the opportunity and facilities to train sufficient numbers of experienced mainstream teachers for work in this field will be available.

There is the additional hazard however, that a specialized qualification is not mandatory and teachers from mainstream will be attempting to teach these pupils without additional training. Even with an increased number of in-service training opportunities, and it is hard to envisage that these will be forthcoming, there is the problem of how to meet the training needs of the large number of non-specialist teachers already educating children with severe learning difficulties.

The DES circular 6/86 refers to the in-service needs of teachers of children with severe learning difficulties under the third national priority area. It defines "eligible training" as training for not less than the equivalent of one year for teachers who have post qualification experience in mainstream education.

Since the total sum for special needs in-service courses allocated by June 1986 hardly meets some authorities' requirements for mandatory training of teachers of children with visual and hearing disabilities, it is difficult to see how it will stretch to a year's training for teachers of children with severe learning difficulties.

The trend in in-service work, as a result of the new funding arrangements, is for short courses of one term or less which are l.e.a. or school-based. It is not possible to give appropriate, comprehensive and thorough basic training by means of short courses to would-be teachers of children with severe learning difficulties. The experience of staff at Newman-Westhill with part-time courses suggests that even a two-year period of half days and evenings is unsatisfactory for those transferring from mainstream.

The abolition of initial teacher training in severe learning difficulties was not recommended by the Warnock Committee, who recognized the contribution made by committed persons who enter the profession in this way. Experience with both students and teachers who have participated in ITT indicates that many would have sought alternative professional training in the field of mental handicap if ITT had not been available.

Secondly, ITT offers a long period of specialized study and also provides the opportunity to engage in considerable supervized teaching experience with children and young people with severe learning difficulties in special schools or mainstream units.

It is recommended that all courses leading to a recognized qualification should contain a significant practical element (Warnock 12.47) and that increasing numbers of teachers should participate in research projects (12.59).

The time available on ITT makes this feasible, particularly in a four year course.

It is sometimes said by critics of ITT




that teachers who enter the profession with this type of preparation have less experience of working with normal children than teachers from mainstream school and may lack the personal maturity necessary for working with handicapped children.

Selection of young people who have already had substantial experience with children with severe learning difficulties and the incorporation of professional experience with mainstream primary school children into the ITT is a safeguard against these possible pitfalls.

Particular expertise in pupils with severe learning difficulties does not conflict with integration. It is unrealistic to assume that integration for the severely handicapped will be of the same type and degree as that which is suitable for children with less severe special educational needs. Teachers of pupils with severe learning difficulties will have an expanding role to play in providing advice, resources, curriculum planning and teaching techniques in an integrated setting.

As Dr Markides concludes, *Better Schools* emphasized both quality of teachers and high standards. As with teachers of the deaf, teachers of children with severe learning difficulties may well not continue to meet these criteria if future training is restricted solely to the in-service pool. As he says, "It is essential to maintain a broad-based entry to the profession and allow the relevant teacher training establishments to attract, select and train the best available candidates."

*Dr Smith is senior lecturer in the department of special education at Newman-Westhill College, Birmingham.*

INTEGRATION

# Freedom of movement

**Claire Archer**

I am 12-and-a-half years old, and when I was seven and a half I had a major operation which in a way has made me a semi-handicapped person.

I have had the privilege of being amongst semi and severely handicapped children for more than two years. It is a different world altogether, more understanding, more give and take, more participation among the children, lots of sports and special trips.

But since 1984, I have been at normal schools and realise how lucky I am to have shared both worlds. I can understand handicapped and able-bodied worlds. My school and teachers and my helper Mrs Crouden have been fantastic and have let me try everything I wanted to do even though they were not always sure I could manage.

When I grow up, I only hope I can get a job of sorts. I hope it will be helping children who like me fit into both worlds. All the children at Richard Aldworth have made me very welcome and I have got lots of friends and others who have always been willing to help me.

I much prefer this world. So my way of thanking my former special school is by raising money for a storage building so they have somewhere to store wheelchairs and walking aids. So when you are asked to sponsor the handicapped, please give because you have something they haven't got – freedom to move about, any time, any place, by yourselves.

*Claire Archer is a pupil at The Richard Aldworth School, Basingstoke.*

LEARNING JAPANESE

# Do unto others . . .

**Guy Canessa**

Having read your article "Japanese for GCSE" (*TES*, October 31), I felt I should warn those who might decide to come to Japan to improve their spoken Japanese. After teaching languages at Bayside Comprehensive, Gibraltar, I decided to study Japanese and I have been living in Tokyo for the past year.

In many countries, people are generally pleased and flattered that you should have taken the trouble to learn their language. Not so in Japan. Japanese is a language that has traditionally only been spoken by native Japanese so it is inconceivable to them that it should come from the mouth of a foreigner.

Even if your Japanese is perfectly comprehensible, they will reply to you in English, or, in many cases, broken English. It is therefore not uncommon to overhear forced conversations where the Westerner is speaking entirely in Japanese and the Japanese entirely in English.

It does not take foreigners long to realize that if they are to make any progress in the language, they must equip themselves with a repertoire of technicians to turn the tables on anyone who refuses to speak Japanese.

An old hand at the game is an Englishman called Paul Diss-Holland. "The answer is very simple," he says. "Do to them exactly as they do to you." – that is, speak full-speed English and revert to Japanese at the slightest hint of lack of comprehension. With practice it is possible to deal with even the most persistent offenders.

Having embarked on a conversation in Japanese does not, however, mean that the linguistic struggle is over. They will soon start to slip in English words with alarming frequency. Every English word should be met with a blank look and "*Sumimasen*?" ("I beg your pardon?".

The current English language boom has produced a generation of Japanese intent on practising their English. The majority of foreigners in Tokyo are more than happy to speak English all the time, so that disadvantages the serious language student because the Japanese assume that surely all foreigners prefer to speak English.

Socially, it is generally only possible to speak to girls because they often put up less of a struggle that men when it comes to speaking Japanese. This presents problems because girls' speech is very different to that of men, in some cases using totally different pronouns and particles.

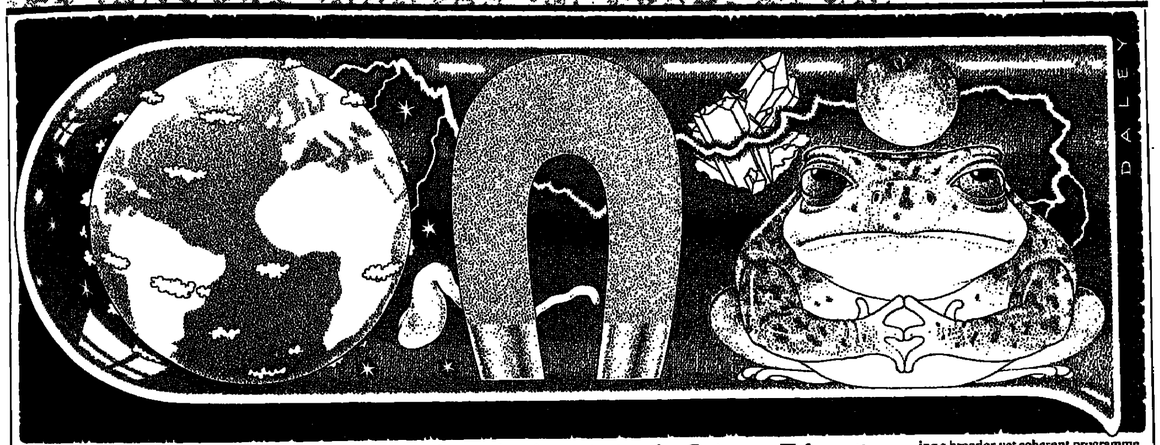
Since most Japanese men wish to become businessmen, the teaching in Tokyo's many language schools is left largely to women. The result is that if you enrol in a school or manage to get enough practice, you may well end up speaking like a woman.

However, the language student should not despair. Strict appliance of the Diss-Holland method should enable you to speak Japanese regularly to members of both sexes. On your return to London, of course, you can sit beside one of the many Japanese businessmen on commuter trains into the City and practise your Japanese!



# Science

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A progress report from the Association for Science Education

# Fresh energy

**KATHY WILSON**

It's New Year – a time to reflect and a time to look ahead. In any stocktaking or review, progress may be measured in terms of the achievement of objectives, but the general nature of the "objects" of the Association for Science Education makes them inappropriate criteria. A more fruitful source of criteria is the ASE Policy Statement *Education through Science*, although the passage of nearly six years since this was published makes it a less valuable instrument now than it would have been two or three years ago. Some of the proposals and recommendations embodied in the statement have been overtaken by events, but then the writers did emphasize in their postscript that it should not be regarded as a prescription for the future but as a contribution to the process of curriculum improvement.

With regard to the place of science in the curriculum, the passage of six years has seen an enhancement in the status of science both at upper secondary and at primary levels. At primary level, the amount of science taught and the enthusiasm and expertise with which it is taught have increased considerably, and in this context, the appropriateness of science as a cross-curricular activity is clearly demonstrated.

In terms of the development of the school science curriculum, progress is mixed. The area of greatest change is that of primary science. With Education Support Grant funding, local authorities have been able to appoint advisory teachers to stimulate and support science studies. The designation of primary science as a national priority for in-service education has helped considerably in this respect and the establishment of a major project to disseminate good practice and to evaluate the success of a variety of strategies has furthered the cause.

Much of the Association's work in this area has been complemented by government initiative, but early in 1986, with a relatively small amount of financial support from a few industrial organizations, the ASE made a further contribution to the development of science teaching in all primary schools with the launching of a third major journal, *Primary Science Review*. The Association now includes over 4,500 in primary membership and has established an executive post of Honorary Secretary Primary Science, and a committee of Council to ensure that the interests of these members are well served.

As primary science develops and prospers, the question of matching secondary provision to primary practice will become increasingly important. The Secondary Science Curriculum Review, the major focus of which has been development work at secondary level, has also been active in this area, and both the *Better Science* publications, to be launched at the Annual Meeting, and the materials produced by local working groups of the Review reflect a concern about problems at the interface.

It is mainly, but not solely through the work of the Secondary Science Curriculum Review, of which the ASE is a sponsor, that the Association's interest in the development of the science curriculum at secondary level has been achieved. The development process characterized by the SSCR reflects a view expressed in *Education through Science* – that the single factor which might best assist teachers to meet the increasing demands of the science curriculum is that of raising the level of teacher evaluation of the teaching and learning activities they plan and implement. The SSCR Directory of Resources will give tangible evidence of the extent to which teachers, working together in local groups, have engaged in evaluation and review prior to undertaking curriculum development work. This work has had, and will have, an influence on teaching schemes and learning strategies at both lower and upper secondary levels.

The work of the ASE SATIS (Science and Technology in Society) group clearly merits attention here. High quality curriculum materials have been produced very quickly to fulfil a need for resources in the area of the technological applications and economic, environmental, and social implications of science. As with the products of the Review, the SATIS materials are concerned not only with content and context, but also with alternative teaching strategies. Thus through SSCR and through SATIS, progress has been made in curriculum development and enrichment terms.

It is a source of some regret that links with the other major agency concerned with curriculum reform, the TVEI, have been limited. During the course of the last year some progress has been made in this respect and meetings at senior level between representatives of ASE, TVEI, SSCR and others, planned for the near future, should aid this process. With the criteria by which TVEI extension proposals are to be judged, including reference to the need for balance across the curriculum, and with the acceptance that science must have a higher profile within TVEI programmes in future, further progress is anticipated.

And what of examination reform? In 1981, the Association welcomed the decision to implement a common system of examining at 16-plus. In 1986/87, there is a feeling among members that the reform is too little and too late. True, GCSE is bringing about more school-based assessment (although in the sciences this is almost entirely confined to the assessment of practical work), it has led to a reduction in the content of syllabuses (although in the eyes of many an insufficient reduction), and it is bringing about a shift of emphasis towards the processes of science and the applications of science in the real world. A shift towards criterion referencing will follow but the extent to which GCSE "increases educational opportunity and leaves schools free, within nationally agreed criteria and organizational frameworks, to measure student performance against their own detailed criteria and across the full ability range" is open to question.

The development of profile reporting systems which facilitate continuous updating of records and which include elements of self-evaluation is welcomed. These appear to have more potential than GCSE for providing admissions tutors in further and higher education and prospective employers with the information they need.

In the light of curriculum reform for the 11–16 age group and reform of the assessment system at 16-plus, there is now an urgent need to review science provision after 16, in the short term to ensure that there is good articulation between GCSE and A level, but also with the more general aim of developing a broader yet coherent programme of studies in science at this level.

In terms of resources for the effective teaching of science, the ASE views with concern erosion of technician support in some areas of the country. With the move towards "science for all", more investigational work and open-ended problem solving activities in science and assessment of laboratory-based practical work as an essential component of all GCSE science courses, demands for well qualified technician support are increasing. The question of the supply of physics teachers continues to cause grave concern and the Association has established a working party to consider how to make best use of those currently in post and to consider ways of attracting more into the profession.

With regard to INSET (in-service training), the Association welcomes, in principle, the designation of additional science areas within the national priorities. However, there is concern that in practice many authorities will

continued

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EXTRA

## Fresh energy continued

have less money available for science INSET after 1987. The probable shift towards l.e.a. and school based in-service has much to commend it, but there is a need to keep some balance in the long term between school/departmental needs and the need for individual professional development.

While the ASE has not made any New Year resolutions for 1987, it will be starting the new year with fresh energy and enthusiasm as 3,500 members of the science education fraternity converge on Cardiff. The very full and varied programme of the Annual Meeting is a good reflection of the concerns of the Association. A rough analysis of events reveals that, in addition to the science lecture programme, there are 52 sessions concerned with curriculum development, including 16 sessions at primary level, 31 at secondary and five concerned with interface issues; 15 sessions concerned with teaching and learning strategies; 18 sessions concerned with assessment; and 10 sessions specifically related to INSET.

And after the Annual Meeting? Further work in the area of science and technology, consideration of appraisal within science departments linked to staff development and INSET, and the identification of further ways in which ASE can support INSET, including reconsideration of validation procedures in the light of new forms of INSET are clear priorities. There is much to be done! We might even undertake a review of the ASE statement of policy.

Kathy Wilson is Deputy General Secretary of the Association for Science Education.



Laurie Sparham/Network

A botany lesson in the Physic Garden, Chelsea, London.

# Nuclear education

**Lessons in Nuclear Energy**
**United Kingdom Atomic Energy Authority, 11 Charles II Street, London SW1Y 4QP. £2.**

This teachers' guide and pupils' worksheets have been designed by four London science teachers for third-year secondary pupils. It does not represent a course but rather an information summary on nuclear energy. The teachers' guide gives detailed technical advice and suggestions for teaching strategies and pupil activities. It is assumed that the pupils will already be familiar with the concept of energy and preliminary exercises in other texts are suggested. Electric circuits involving bulbs, connections, volts and amps will have been met before the pupils tackle this work.

The worksheets are rather dull in appearance but include such subjects as Electricity: Demand and Supply; Radioactive Decay; and Radiation Protection.

The last page of the teachers' guide discusses the medical and biological effects of radiation and suggests that pupils should be drawn into informed discussion about the dangers or otherwise of the nuclear industry.

**Robert Johnsey**


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A critique of "process" science teaching

# Philosophical flaws

**E. W. JENKINS**

In 1884, Henry Edward Armstrong began his campaign to reform school science education by advocating the teaching of scientific method. Such teaching required that pupils be placed in the position of an original discoverer so that they could learn what Armstrong himself referred to as "the rules" of scientific discovery. During the Sixties, the Nuffield Science Teaching Project placed its emphasis on teaching pupils to behave in the way practising scientists behave or, as one of the Project's publications expressed it, on being "a scientist for the day". Currently, the DES policy statement *Science 5–16* pronounces that the "essential characteristic" of school science education is that it "introduces pupils to the methods of science". This introduction is to be provided by giving pupils opportunities to exercise a variety of scientific skills and processes, exemplified by the making of observations and the identification, explanation and testing of patterns.

The contemporary commitment to what has become known as the process approach to science education extends far beyond an official statement of policy. It is reflected, and to some degree has its immediate origins in, the criteria used by HMI in judging the quality of science lessons and in the categories used by the Assessment of Performance Unit in the national monitoring of pupils' scientific performance. A process approach also underlies the criteria to be invoked in the assessment of practical work which forms part of the new GCSE examinations in science. Publishers, too, have been prompt in their response to the emergence of process science, as the titles of new books and their promotional literature make clear. Despite some divergence in the labels attached to the elements of process science identified in the various texts, the intention is uniform and unambiguous: to support courses which are "process-led, not knowledge-led" and which are based upon "the way in which scientists work".

It is the contention of this article that the process approach is philosophically untenable, psychologically suspect and pedagogically unsound and that its advocacy is not in the best interests either of pupils or of science itself.

Ultimately, the process approach to science education rests on the assumption that the relevant processes can be identified, prescribed and taught in ways which enable pupils to acquire important and widely-applicable "skills". These assumptions are unlikely to have much validity. The substantial literature in the history, philosophy and sociology of science simply will not support the notion of a set of processes which collectively might be regarded as constituting the, or even a, scientific method. Indeed, the absence of "scientific method" may well be one of the few points upon which there would be agreement among scholars who have written about the nature of science from sharply different standpoints.

This, of course, is not to deny the existence of well-established scientific procedures and techniques or of rules governing the conduct of the scientific enterprise. It is, however, a reminder that science is a creative and profoundly human activity and that it is not necessary to adopt an anarchistic conception of that enterprise in order to accept that there are no universal and *a priori* rules either for the creation of scientific knowledge.

Of course, advocates of a process approach may claim that while there may not be a scientific method, scientists do engage in activities such as observing, inferring and hypothesizing and that, together, these activities legitimize such an approach to school science education. (They cannot, of course, legitimize the inclusion of science itself in the school curriculum.) Such a claim would rest on very shaky foundations, not least because of the assumption that teaching pupils to behave as far as possible like professional scientists is the best way of providing them with a scientific education.

There are other weaknesses. Pupils following a process-led curriculum engage in exercises designed to foster their skill at observing, classifying or hypothesizing. Sadly, such engagement seems to fail to recognize that these so-called skills are heavily dependent upon both content and context.

To use "observing" as an example, what is seen depends at the very least upon who is looking and upon what she or he is looking for. It just is not possible to teach someone to observe in a way which is independent of the context in which the observation is being made. Competence at observation, whatever that may mean, cannot be transferred from one context to another unless the new context has much in common with the old. The notion of widely-applicable "skills", such as observing or classifying, which underlies the process approach is thus not tenable and it is hard to take seriously the assertion of the DES that each of us "needs to be able to bring a *scientific approach* (my italics) to bear on the practical, social, economic and political issues of modern life".

Since knowledge of the severe limitations governing the transferability of skills is hardly new, the commitment of the advocates of the process-led science curriculum perhaps calls for some comment. I suspect that it may owe much to an entirely proper concern to foster scientific objectivity in pupils. Again, however, the essential point seems to be missed. Such objectivity lies not in some automatic, intellectual activity, in the operation of Huxley's "clear, cold logic-engine", but stems from what Ziman has referred to as the training of scientists to communicate with one another "in such tones as to further the consensible end to which they are all striving".

Parallel objections can be levelled at processes other than observing. Take, for example, "classifying". It might be argued that this is something that doesn't need to be taught at all since classifying and ordering are activities in which we are all constantly engaged. Certainly, it is true that such activities are the basis of our understanding of our world and of our relationships with it. This is perhaps why when invited to impose a pattern upon data, pupils' responses are determined by the experience, expectations and assumptions they bring to the task. More importantly, it is why pupils need to be taught not to observe, to classify or to hypothesize but to do so in a scientific manner, ie to make *relevant* observations, to offer *scientific* hypotheses.

This qualification, which may seem trivial, is in fact fundamental for it involves a judgement about what constitutes science and what does not and therefore has profound implications for the content of the science curriculum. Do we really want pupils to spend their science lessons classifying nails into groups by size or country of origin, or drawing inferences from a set of cartoons or postage stamps?

It is in the field of assessment that the inadequacies of process science become most glaringly evident. If the performance of pupils at tests designed to measure their ability to observe, to classify or to hypothesize is strongly dependent upon content and context, how can a more general and wider competence at any of the relevant processes be assessed? More fundamentally, can any intellectual skill or process be assessed independently of the consequences of its application or operation? How, too, may the quality or extent of such a skill or process be determined?

Pupils can presumably "hypothesize" at almost any age and criteria can obviously be invoked to make judgements about the quality of different hypotheses. Yet the process of hypothesizing, to which proponents of process science attach such importance, must surely remain elusive. These are not merely matters of philosophical interest. They are central to the processed and mandatory assessment of practical work in the new GCSE science examinations in which, because of constraints of time, resources and class size, teachers will almost certainly have to assess a given process or skill at different times and by different means.

As long ago as 1917, a report by the British Association for the Advancement of Science concluded that the scientific method is "an abstraction which does not exist apart from its concrete embodiments". Although the term "concrete embodiments" is not perhaps felicitous, the conclusion that it is possible to be scientific, as distinct from rational, only when dealing with scientific matters has stood the test of time. Why, therefore, if the process approach to science education is so flawed and, it may be added, previous trans-atlantic experience of a comparable initiative offers so little cause for optimism, is it not only being pressed but espoused?

Part of the answer may lie in a mistaken response to the so-called explosion of scientific knowledge and the development of powerful and flexible systems of information storage and retrieval. Such a response often seems to assume that the ability to retrieve knowledge is at least as important as the possession of knowledge by the retriever. Without contesting this assumption, it can perhaps be acknowledged that retrieval systems are not value-free, that scientific facts are theory-laden and that the mere retrieval of information can answer only those questions which are trivial or to which answers are already known. It is also perhaps worth commenting that the inability of anyone to know more than a tiny fraction of what is known is hardly a new phenomenon.

However, other and more subtle influences are at work in support of process science. Insofar as skills may command more respect than knowledge, teaching skills, especially if these are presented as transferable, can be ascribed a higher status than presenting information. This, in turn, is related to an assumption that such presentation or, to borrow the jargon, the transmission model of teaching, fails to engage pupils actively in learning. Process teaching, in contrast, is readily assumed to involve pupils in learning in a more active, even "progressive" way. Neither of these assumptions is necessarily valid and each rests on the sterile distinction between process and content which has characterized so much of the science education debate.

The so-called transmission of knowledge by a teacher to pupils can be exciting, challenging and imaginative and can, although it need not, display many of the features which advocates of process science may claim as their own. Nothing, however transmitted, is learnt by a pupil until it is integrated within her or his own personal intellectual framework and such integration is unlikely to be passive. The supporters of process science, however, have one other important and beguiling card to play. By emphasizing process rather than content, the tyranny of abstractions which is said to characterize school science can be overcome and the science curriculum made accessible to a much wider range of ability than other approaches to science education would seem to allow. If not everyone can understand scientific ideas, almost everyone, it seems, can be taught to observe, classify or hypothesize.

If the criticisms levelled above at the current emphasis on the teaching of processes in school science are accepted, the construction of an alternative approach becomes an urgent matter. While the essential features of such an approach remain to be determined, they seem likely to include a more generous and better informed grasp of the understanding which pupils bring to their science lessons, and a continuing, if perhaps reduced, commitment to laboratory-based science, coupled with a greater tolerance, of a wide variety of teaching strategies. There will also need to be a recognition that scientific knowledge is not only important but, when presented in a context made relevant to the everyday needs and interests of pupils, can be both exciting and empowering.

Initially, however, it will be necessary for science teachers to understand more of their past and to heed Santayana's warning that those who disregard the lessons of history are condemned to repeat them.

E W Jenkins is reader in Science Education at the University of Leeds.



EXTRA

Science for all?

# A special case

**HEATHER MASON**

A recently published survey of Science in Special Education (HMI 1986) makes very depressing reading in the light of Government policy on science education as set out in *Science 5–16: A Statement of Policy* (DES 1985). This document states quite clearly that science should have a place in the education of *all* pupils, commencing in the primary school and continuing throughout the compulsory period of education.

The policy statement sets out certain priorities for science education and states in broad terms how the teaching of science should be approached. In addition to teaching an understanding of scientific knowledge and ideas pupils should have opportunities to develop scientific thinking and apply their scientific knowledge to solving social, environmental and technological problems. Some teachers, especially those of less able pupils, may wonder whether learning "to think scientifically" is appropriate or possible for them.

Thinking scientifically is defined as being observant, looking for patterns, offering explanations, designing and carrying out experiments to check explanations, communicating effectively and solving problems. It is obvious that in learning about science, pupils must be involved in a variety of practical activities.

The policy statement emphasizes very strongly that the science courses must include elements of physics, chemistry and biology until the pupils leave school at 16 and that time allocations of 10 per cent, 15 per cent and 20 per cent should be the basis for planning the curriculum in the first two years, the third year and the last two years of secondary education respectively.

Paragraph 86 states that: "The objectives and approach outlined in this statement apply also to the science education offered to many pupils whose special educational needs make it desirable for them to attend special schools or designated units within ordinary schools."

Much of what is demanded in the statement will already apply to ordinary schools. All pupils will have access to some science education and specialist accommodation and resources will often be available on a lavish scale. A specialist teacher will be available supported by a technician. The total sums available from capitation for science departments will often be two to three times that available for the whole of a special school.

In contrast, the HMI report on the situation in special schools paints a gloomy picture. The survey covered 34 special schools and seven units. All were chosen because they were known to make some provision for science, consequently the report gives a more favourable picture than is found nationally.

In only ten schools surveyed were there satisfactory laboratories; in the other schools the development of science was limited by what could take place in ordinary classrooms, usually by the lack of adequate services, particularly water and gas. Rural studies, a traditional part of a special school curriculum, suffered especially in urban areas from vandalism so the use of outdoor facilities was limited.

In a majority of schools which either had a history of external examination entries or were able to rely on additional funding from parents, resources were good, but the majority of schools were starved of funds. This was reflected in a lack of books and very limited ranges of equipment often amounting to only a few batteries, pulleys or thermometers. Units attached to ordinary schools rarely seemed to have their own equipment and the pupils' experience of practical work depended on the amount of time they could spend in the mainstream school. For those who could not be, there was in general disappointing support from the science department in the main schools. It would appear that the pupils in special schools or units had less access to science than their peers with special educational needs in the ordinary schools.

Although 25 of the schools had members of staff with posts of responsibility for science, very few of these were initially trained in science education. The report states that "the fragility of the science provision in many special schools may be gauged by the problems existing in six, where science teaching was in abeyance because teachers had left, or had been given secondment for study or maternity leave," (paragraph 5.3).

Science often appeared as an extension of other aspects of the curriculum and only rarely did schemes of work or guidelines for science exist. While there were examples of good teaching practice, in the main pupils were restricted to narrow science courses based on notes, books or television programmes. This is hardly suprising in view of the lack of proper accommodation, resources and in-service training, and the sense of isolation from the mainstream of science education experienced by teachers in special schools or units.

There seemed to be a lack of awareness of any l.e.a. policies on science in special schools and no clear role for the l.e.a. science adviser resulting in little or no advice and support in in-service training.

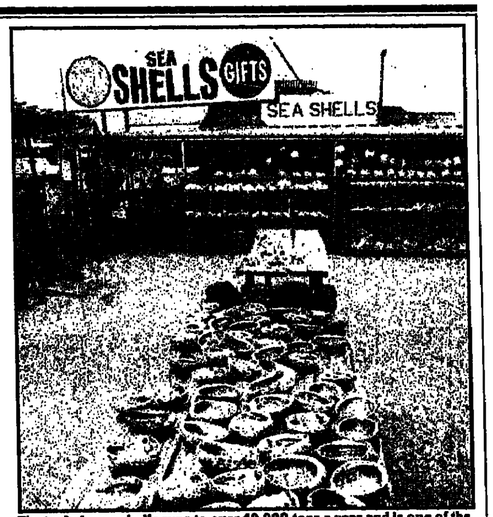
The report concluded with a list of suggestions for "ways forward" and these were briefly:

1. Schools will need to be adequately resourced.
2. The designated science teacher must have access to suitable in-service training.
3. The role of the science adviser in special education needs to be clarified in many l.e.a.s.
4. The special schools need to develop a policy for science and to formulate suitable guidelines and teaching approaches, perhaps with the help of the science adviser.
5. Links need to be established between the science teachers in special and mainstream schools to facilitate successful transfer at any stage.
6. Both the initial and in-service training of science teachers should include work about the provision for pupils with special needs.

Finally, one has to put the report in perspective, remembering that it commented only on the schools which had some form of science provision. The question which needs answering is what is happening in all the other schools and why are these children being denied their rightful access to this area of the curriculum?


References:
Science 5–16: A statement of policy. DES (1985).
A Survey of Science in Special Education. DES (1986).


Heather L. Mason is Lecturer (Visual Handicap) in the Dept. of Special Education, University of Birmingham.




**The trade in sea shells runs to over 40,000 tons a year and is one of the many threats to the balance of nature highlighted in *State of the Ark, an atlas of conservation in action* by Lee Durrell (Bodley Head, £12.95)**

# Natural selection

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**The Collins Encyclopedia of Animal Biology. Edited by R M Alexander.**
Collins £9.95. 0 00 219817 7.

The mid-19th century arguments about evolution are honestly summarised in the first of these four volumes, with the perhaps inevitable acceptance of the fact of evolution. But it is made clear that controversy continues around that fact.

There is, for example, the dispute between biometricians and Mendelists. Even more recently there is the "neutralist-selectionist" confrontation. This, one article suggests, "broke the stranglehold of theoreticians on evolutionary biology which threatened to turn the subject into a branch of applied mathematics". Indeed, there is a return to ideas of biological phenomena, all of which have detailed examination in these volumes.

The whole story is made beautifully clear, with superb text and illustrations tracing the processes which have yielded a transition from the prehistoric world (the "fossil story") through such stages as that of quaternary life to present times.

Change, of course, continues, and it is often the impact of man that can most drastically affect the wellbeing of other animals. The volume on ecology considers the inter-actions of different species, the effects of variations in climate (and consequently in the distribution of plant life) on animal populations, and the current concern for conservation.

Dr Moore neatly opens his preface by explaining that "ecology is the art of seeing the whole as well as the pieces . . . the wood as well as the trees". The fusing of the discoveries of biology with the observations of natural history has related animals to their environment, and in this volume the resulting principles of ecology are applied to real-life, practical situations.

Terrestrial and marine life, worldwide, are considered. As in the other books, magnificent photography illuminates the graphics accounts, while the bibliography, glossary and index are extremely good.

*Animal Behaviour* and *Biology* enlarge on particular facets of natural history. One of the major credits in a balance sheet of television programmes must go to productions about wild life. The two relevant books in this series rival the very best of television in terms of the information contained and its masterly presentation.

There is one oddity. While jacket, cover, and title page of the work edited by Professor Slater carry English spelling, throughout the book the transatlantic usage "behavior" jars the eye. There are similar etymological choices (for instance, sulfur, color and coloration) in each volume – odd in a work "planned and produced" by a firm in Oxford.

Apart from which, all is praise. This quartet of books offers a massive amount of fascinating matter. Scientifically sound, they follow an exemplary course between the popular and the pedantic.

**F W Kellaway**


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EXTRA

Sharing science facilities with handicapped pupils

# Building bridges

DAVE BERRINGTON

Five years ago – as a result of a chance meeting been two teachers – the science department at Little Heath School invited a group of physically handicapped children from the local Avenue Special School into its laboratories for the first of a series of science lessons. Now Little Heath is not only taking the group of physically handicapped pupils and a group of children with moderate learning difficulties from the Avenue School on a regular basis, but also a further group of children with moderate learning difficulties from Brookfield Special School. This liaison became the basis of one of Berkshire's Secondary Science Curriculum Review groups. At least two other special schools in the county have since linked with their local comprehensive in a similar way.

The advent of the SSCR persuaded Berkshire l.e.a. to give the school an increase in its staffing allocation in order to fund this initiative. The SSCR hopes to produce a booklet entitled *Better Science: For young people with special educational needs*[1] and also a video film to go with it. Part of both the video film and the booklet will be devoted to the work described in this article.

Why did we make this link? Well we did *not* see this project as a means of getting a science curriculum into special schools. It is much more about building bridges between the two sectors, and encouraging others to do the same. For the pupils it was initially a straightforward development of their scientific skills and ways of thinking but it rapidly became a much more important socialising experience – about going to the "big" school.

The pupils come in their own minibus (in the case of the physically handicapped, a specially-adapted ambulance) and usually arrive just after the lesson change. Each group normally consists of about ten pupils with their own teacher. Any "introduction" is done with the group all in a circle in the middle of the lab – well away from the blackboard. Many of these children are accustomed to a very informal style of teaching, and in some cases blackboard work would be totally inappropriate for them. I found it very important to have the teacher from the special school also taking an active part in the lesson – not just to help the children, but to help *me* with things like language and number work and with relating what we were doing to the children's previous experience.



The children "appear to have got an enormous amount from these lessons"

At the end of the lesson the physically-handicapped pupils have usually been taken to the dining hall to have lunch with the rest of the school. Obviously they do not all take school dinners, but our pupils have volunteered to sit with them and keep them company while they ate their sandwiches – just to chat. The sixth form has been marvellous – inviting the whole group into their common room while they waited for the return of the ambulance. Sixth formers have also helped in the lessons as part of their community service work.

The topics covered were absolutely standard. We did not need to do anything particularly elaborate, and we merely chose any topic from our lower-school syllabus that contained a problem-solving element. The structure of the "course" came from the pupils themselves. Their questions triggered either the present lesson or what we did the next week.

They appear to have got an enormous amount from these lessons. Looking at it subjectively, they seem to have picked up all we hoped for in terms of the much broader socializing and exciting experiences of seeing what the "big" school (which so many of their friends go to) is really like. In the more formal sense it has given them a scientific stimulus and experience and, very importantly, a vehicle in which to be imaginative and creative. We have also observed an increase in their willingness to ask questions, in their confidence to express their ideas without fear of ridicule and in their ability to problem solve. Perhaps because they felt that they were doing something very special in going out to another school, a group of poorly motivated fifteen year olds showed an especially high level of commitment throughout their visits.

We even feel that in some cases our own pupils have learned to respect what handicapped children *can* do rather than being solely aware of the handicap – even if that respect was only for their ability to perform illegal wheelies in wheelchairs. The children with learning difficulties have not been able to mix in the same way with the comprehensive school pupils because of recurring timetable problems, so we have no experience in that area.

Several of the special school teachers have been trying out their own ideas and scientific approaches since the liaison started, and one school has now appointed its own science specialist. At least one teacher also said that her levels of expectation of pupils' abilities have risen considerably after seeing the work being done by those pupils in the labs.

As a comprehensive school teacher, my main motive for taking part in this link has been the sheer fun of doing it. However, the discipline of having to produce a series of independent lessons – initially on an irregular basis – caused me to think quite deeply about just what it was that I was trying to do in my mainstream science lessons, and this more critical attitude has forced a valuable reappraisal of the work done in our lower school science courses. Other teaching staff have mentioned an initial "fear of the unknown" which diminishes considerably when the reality grins at them in the corridor! I was delighted by the decision of several staff in the science department to keep these links going during my year's secondment.

What have been the problems? Well, the main problem is the frequency with which our special school groups change their composition. This can mean that a group will come for about six to ten weeks, but then half of them will be replaced by others, leaving some children familiar with the work and others not. In reality this can also be turned into an advantage because we use the "old hands" to help and explain to the others, which does wonders for their confidence and sense of self value.

The physical handicaps we found we could largely ignore, though it did require a one-way system for the wheelchairs to get to the bunsen burner cupboard. We also found that pupils in wheelchairs worked better at low tables, or using stools as well as tables, and that some of the bunsen burners needed longer tubing. The group always came with a welfare assistant who helped enormously with the teaching too. The main problem with the learning-difficulty children was in reading – both words and instruments – and in sequencing. In fact we did very little reading and writing in the lesson but used it as a follow-up activity to be done at leisure back in their own school. Sequencing was dealt with by giving oral instructions; if we ever used worksheets we used slips of paper stapled one on top of another, each containing just one instruction.

Apparatus was no problem, probably because we were not constrained by the need to do formal experiments from the book. We could devise from the basic laboratory stocks systems which the children were capable of both handling and understanding.

If you are thinking of setting up some form of link between a special school and a mainstream secondary school, the following may be of use:

– Find an enthusiast!
– Find out who has the power over the timetable when setting up the link in the first place.
– Decide what you want to achieve. It doesn't have to be a science lesson. One school takes a party of special-school children for science and then they go on to a double period in the school's sports hall. We take ours over to school lunch.
– Think of who else in the school may want to be involved. We have taken up offers from other teachers, from sixth formers who wanted to help with the lessons as part of their community service work and from fourth formers who acted as company for those special-school children who ate sandwiches.
– Make sure that the teachers from both schools are in the room with the children: you both have a lot to contribute to help each other. I found comments about language use, sequencing of instructions, number work and ways of reading instruments to be very useful. I think that I have been useful in showing the basic approaches which can be taken back to the other school and also in suggesting follow-up work.
– Give feedback and encouragement to the other teacher. You are both exploring the unknown and will need to know where you did it well.
– Take a global view. Remember that they are getting a much broader experience than just a science lesson from their visit.
– Beware of doing a formal science lesson – it didn't work.
– Have fun. It's contagious!

[1] Curriculum Guide 8, compiled by Christine Ditchfield: one of a series to be published by Heinemann Educational Books/ASE in March 1987. A set of Curriculum Guides will cost £22.00.

This article first appeared in *Contributions*, the journal of the Centre for the Study of Comprehensive Schools.

Dave Berrington is head of Science, Little Heath School, CSCS Fellow on Secondment to Reading University.


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(TES/1/87)


# Physical exercise

**Work Out Physics A Level. By T B Akrill and S J Osmond. Macmillan £5.95. 0 333 40820 9.**

What does the individual student approaching A level need? The really capable physics student needs teaching that expands his/her understanding together with plenty of practice on past A level questions. For the weaker student the need is for very methodical teaching, disciplined practice and plenty of help from textbooks.

This book in the Macmillan Master series contains eight chapters on different topics, each being introduced by a short summary of essential information. The remaining part of each chapter contains worked examples, questions and answers. There is a comprehensive index. The opening chapter contains useful advice on revision and the authors obviously enjoyed quoting a few of the old excuses for not concentrating like "I work much better with the music on", and for carelessness in the examination: "But you told me we only had to do four questions".

The brevity of the treatment of some of the individual topics is hard to relate to the difficulties students generally experience. For example ray optics is dealt with in seven lines with two diagrams. The student who doesn't understand this part of the syllabus would not gain much insight from this breathlessly short treatment. In the brief section on gravitation the authors say that "a large mass, like the Earth, produces a gravitational field", which might lead some pupils to assume that a small mass doesn't produce a field. These and a small number of other errors can be an unsettling experience for students working on their own.

Will this book satisfy either of the requirements put forward in the first paragraph of this review? For the capable student it might serve as an additional resource, but for the hard-working but less talented sixth formers it is not an ideal book to work from on their own because it lacks the style that will attract and retain their attention.

**Michael Joyce**


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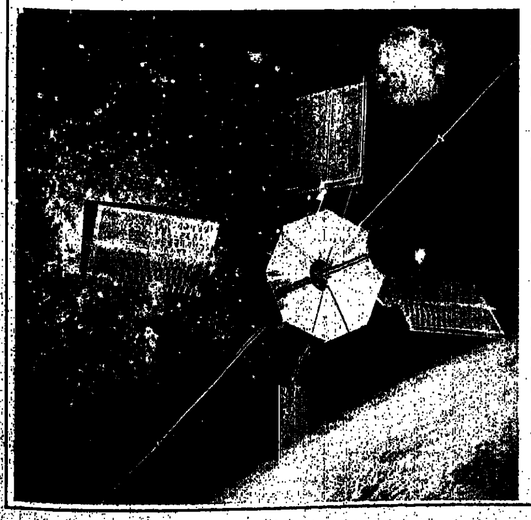
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EXTRA

# Flip flop

**Usborne Illustrated Dictionary of Biology. By C Stockley, Usborne £5.95, £3.95.0 86020 820 6.**

At first glance this book appeals with its lively illustrations and vivid use of full colour throughout the book. It certainly passes the "flip test".

On closer examination there are several aspects which are a little irritating or disappointing. Firstly the book is not strictly a dictionary as it is divided into sections and any word has to be looked up in the index first. Secondly the sections are a little strange: plants, animals, two general sections and a separate section on humans! The book tends to perpetuate some out-of-date conceptions and terminology of the subject. Basic metabolic rate is measured in Calories, kilojoules only getting a brief mention. Even cereal packets now do better than that.

For use in school, the level varies. It claims to explain words in context but osmosis gets less space than vascular tissue of plants. Interactions between living things and the environment is very superficially treated. However, cell organelles and hormones are dealt with virtually at A Level standard. It might be useful to have a copy for reference with GCSE classes.

**Anne Cullen**


# nuclear energy 'starter' pack

*Atoms, Energy and Electricity, a teaching resource pack developed in consultation with teachers for use with children in the 9-13 age group, is now available from the UK Atomic Energy Authority.*

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# Watching brief

**Science Watch 1 and 2. By P Butler, D Carrington and G Ellis. Cambridge University Press £2.75 each. 0 521 31775 4, 31776 2. How Scientists work (pupil book 1) and Teachers' Guide 1 – Nuffield-Chelsea Curriculum Trust. Longman. 0 582 03004 8, 03008 0.**

Combined science courses for 11 to 13-year-olds have developed considerably in the last 20 years. One of the major influences in this process has been the Nuffield Combined Science course which was first published in 1970. However, during this period the education world has seen many changes – the growth in the number of comprehensive schools, a wider acceptance of mixed ability teaching for this age group and far-reaching developments in science and technology. Courses are being continually updated and rewritten within schools. *How Scientists work* and its yet to be published companion *How Science is used* and *Science Watch 1* and *Science Watch 2* reflect these changes.

The former course is a completely new scheme written by the Nuffield-Chelsea Curriculum Trust while the latter is clearly based on curriculum development which has taken place in particular schools. Both courses are written by practising teachers with the major objectives of both being to help pupils to understand and appreciate scientific processes as well as to help them to develop the relevant scientific skills. The courses are designed to cover a two year programme and consist of two pupil textbooks, teachers' guides and the increasingly common copyright-free packs of worksheets.

*How Scientists work* adopts the novel approach of separating the pupil book into separate "reader" and "activities" chapters. The "reader" chapters are in full colour and are divided into three sections with each section being subdivided into units of approximately two weeks' duration. The first section is concerned with developing pupils' observation skills, the second section concentrates on basic measuring skills and the third encourages pupils to try to make sense of these observations and to develop patterns from them. *Science Watch* is rather more traditional in that it looks at areas such as "describing and sorting", "liquids and solutions", "growth and development" and "electricity". For this reason many teachers may feel more comfortable using it.

The pupils' books are both attractively presented, the Nuffield being particularly eyecatching. In the Nuffield text the pupil activities and experiments are deliberately kept separate from the "reader" chapters and it is left to the teacher, with the help of the teachers' guide to bring the two areas together. The teachers' guide gives considerable background detail as well as an extremely useful list of apparatus and technician notes. The worksheets serve several functions including activities which require a special layout and the provision of homework assignments. The *Science Watch* books provide a sequential course with practical work being an integral part of the text. The worksheet masters contain supplementary and extension material. In both courses, the practical work draws heavily on the tried and tested activities from the original Nuffield Combined Science programme. As a result neither course is likely to create any additional demands for new apparatus.

First impressions may lead the teacher to choose the more thorough and colourful Nuffield texts. However, a more detailed examination, taking into consideration the actual pupils who are likely to use the books, may well cause the teacher to select the *Science Watch* series. Both series are written with a concern for continuity in science education and the goal of engendering not only a lasting enthusiasm for science but also a development in the pupils' scientific methodology. The Nuffield text, while purporting to be written with a reading age manageable to the vast majority of 11 to 12 year-olds, is more likely to be appropriate for middle to higher ability pupils for whom it is eminently suitable. *Science Watch*, on the other hand, with its very structured and clearly laid out style, is more suitable for pupils of lower ability. Both series deserve close scrutiny by teachers of combined science.

**Gordon Miller**

# Bear or boat?

**Explorers of Space. By Patrick Moore. W H Smith Exclusive Books £3.50. 0 86134 092 2.**

"History is not events but people." Patrick Moore has taken Dr Bronowski's sentiment as the theme for his latest book *Explorers of Space*. He traces the development of astronomy through the lives of 56 astronomers from the Greek philosophers to the late Astronomer Royal.

The presentation is simple and appealing. Each snapshot biography makes up a single – or double – page section illustrated with high quality photographs and contemporary prints. Interspersed through this main text are brief accounts of instrumentation, planetary probes and cosmology; these are not obtrusive, but add variety to the basic format.

Mr Moore's selection of astronomers is sound and effectively outlines the progression of discovery and ideas. I would, though, have included Henrietta Leavitt – not as the only woman, but for her crucial work on Cepheid variables – and Albert Einstein for his continuing influence on twentieth century cosmology.

The personalities and lifestyles of the astronomers give rise to entertaining anecdotes. We are told of Copernicus' "cure for all illness", the ironic death of Ulugh Beigh; how the Great Bear almost became St Peter's Boat and how a drunken Edmond Halley pushed the Czar of Russia through a hedge in a wheelbarrow!

Our foremost popularizer of astronomy has again come up with a very readable book. The publishers too are to be congratulated on producing a beautifully illustrated, large format, hardback volume at such a reasonable price.

**Dennis Ashton**


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# Practical physics

**Physics in Practice. By Richard Candlin. Stanley Thornes £2.75. 0 85950 236 8. Making Sense of Science: Physics. By Lucas/Bowker/Hunt/Swinnerwood. Longman £5.95. 0 582 98584 6.**

With the ever growing number of books available for GCSE, and the limited resources available in most schools, new books must be able to offer something special if they are to convince teachers that they are worth investing in.

I am not sure that either of these books falls into this category, though *Making Sense of Science: Physics* comes close. From a purely practical viewpoint it is compact, so will suffer less damage in transit than many of its larger rivals and will cause less of the customary "Do we have to bring it to every lesson, it's too heavy" complaint. Despite its size it still manages to cover most of the work needed to complete any syllabus, and does so in a clearly presented and well illustrated way.

The text is scattered with practical applications of the physics and includes suggestions for possible experiments. These are the plus points; on the negative side, I'm still not sure what level it is aimed at. For the most able students there is not sufficient depth and breadth, and extra material will be needed to complete a syllabus requiring knowledge of momentum or the ideal gas equation. For others the condensed style could be off-putting, leaving many questions unanswered, and with too few simple questions to practise on. I am sure that this book will be just right for some groups but wonder if it will have sufficient appeal for general use in many schools. Especially at £5.95.

*Physics in Practice* sounded good. Was this to be the harassed teacher's solution to practical assessment? Would it save hours of preparation and help with what to assess, how and when? Unfortunately, I think that for the majority of teachers the answer will be no. If practical work is already well established, it is more useful to write worksheets with the school's equipment in mind and structured in such a way that a particular set of skills can be tested. This book provides 48 set practical experiments, each with a comprehensive set of instructions and often suggesting what should be seen in the experiment. At least half of the experiments would be of little use to those following a Nuffield style syllabus, and would make it difficult for students to demonstrate the skills and abilities needed to obtain the top marks in the assessment schemes provided by some of the GCSE boards.

For schools that have relied on chalk, talk and demonstration, and for whom assessed practicals are bad news in terms of staff and equipment, this selection of experiments could provide a starting point, but even at a modest £2.75 the provision of more equipment might seem to be the greater priority. I'm sure that many teachers would be interested to see this book, and those with limited time to write their own worksheets and with plenty of departmental book allowance could find it very useful.

**Susan Ross**



EXTRA

# Follow the mole

**Chemistry Counts. By Graham Hill. Hodder and Stoughton £6.95. 0 340 37631 7.**
**Thinking Chemistry. GCSE Edition. By Michael Lewis and Guy Walker. Oxford University Press £5.95. 0 19 9142 572.**
**GCSE Chemistry for You. By W E Latchem. Hutchinson £5.50. 0 09 1645 913.**
**Moles: A Survival Guide for GCSE Chemistry. By Keith Brown. Cambridge Educational £1.25. 0 521 312 981.**

Any GCSE textbook written by the author of *Chemistry In Context* is bound to generate excitement and I took my first opportunity and read it over dinner. It is a beautifully produced book, with a very attractive layout and crisp coloured photographs that will make it attractive to all pupils.

In its structure it reflects the GCSE syllabus with 12 sections that are more general than in traditional texts. "Patterns and Properties" includes the periodic table, the alkali metals, transition metals, nobel genes and halogens; "Energy, fuels and carbon compounds" includes starch, carbon dioxide, calcium carbonate and hard water as well as fuel. Much thought has gone into the structure of this book and it works. It will be helpful for GCSE although I personally like much more emphasis on the chemistry of groups in the periodic table. I would also prefer to see an earlier treatment of banding and structure so that this could provide a lesson for later chapters – but teachers can use sections in any order they prefer.

Each of the 12 sections is broken down into 8 to 13 shorter topics that each take two pages. I am not entirely happy with this artificial constraint as it can mean very superficial treatment of some important topics, such as patterns across and down the periodic table in two pages!

I have yet to be convinced that any one chemistry textbook can cope with the very able and the less able simultaneously. This book aims at the fairly able chemistry student but does not provide stimulation for the more able and I am not sure that the less able would follow the quite dense explanations. However, Graham Hill has the ability to make chemistry readable and the text is both brief and clear.

Many teachers like textbooks to provide experimental details which are not included in this book.

As yet there are very few examples of GCSE questions: Mr Hill has at the end of each topic three to five short questions as a brief exercise. At the end of each section is a page of GCSE questions but these do not really cover the section thoroughly.

Two more chemistry textbooks have been revised for GCSE courses. The publishers of *Thinking Chemistry* claim that it has been "completely revised with 25% new material". In the introduction GCSE has been substituted for O level. As for the order of contents, two sections are reversed, one chapter on the chemistry of water added, and the chemical industry is substituted for reversible reaction and equilibrium. The text and appearance of the book remains largely unchanged. The questions at the end of each chapter have been altered. This book would be inappropriate for those pupils who will be studying for GCSE who would not study for O level.

*Chemistry For You* has combined books 1 and 2 into one GCSE volume. It entertains the same sections and the two-page-per-topic structure, although there have been modifications and additions to meet the new syllabuses. This text does contain details of experiments and in some topics there are a summary and brief questions. At the end there are some multiple choice questions and eight standard questions. Presentation is clear but not very stimulating. This book aims at the average pupil, the less able would find it heavy going and there is nothing to extend the more able.

A department would be most unwise to reinvest in the GCSEised versions of old O level/CSE textbooks – the revisions do not justify the expenditure. There is no GCSE textbook so far that gives a complete service with readable, attractive text *and* practical work, plenty of questions and stimulation for the more able. Of the three books *Chemistry Counts*, albeit expensive, most closely meets the needs of GCSE students.

Moles! How many chemistry colleagues tunnel furiously under benches to escape the blind uncomprehending faces of our students as they wave desperate paws whenever the subject is mentioned? A notoriously difficult topic to teach with its abstract concepts.

Here is a book, *Moles: A Survival guide for GCSE Chemistry*, that is Mole-pupil friendly and that should make the understanding of calculation involving moles accessible to many more pupils than any other book or section I have seen. There are eleven chapters giving examples of calculations and short exercises, two tests and an answer section. The chapters cover the relationship between moles and number of particles, solids, gases and solutions and in reactions. (The only calculations I left out which sadly are still required at GCSE by some examination boards are those involving electrolysis.)

The explanations are very clear and brief and are summarised in boxed sentences "What we have learned . . ." and "learn this"! The style is cheerful and encouraging which will help pupils through the tedium. Common pitfalls are pointed out and dispatched as in "When we are dealing with $6 \times 10^{23}$ . . . Do *not* alter the $10^{23}$ part when you know what you are doing!" The layout and cartoons are charming.

I would strongly recommend this book, it is relatively cheap and could be used over and over again.

**Lesley Bulman**



**Insects mating: an illustration from *The Beginning of Life* (£5.95), one of the impressively produced series, Colour Library of Science, published by Orbis. Others in the wide-ranging series, which provides detailed information lavishly illustrated in colour, include *Astronomy, Weather and Its Work, Seas and Oceans, Through the Microscope* and *Plants*.**

# Design a course

**Modular Secondary Science Resources. By an ILEA project team. John Murray, £16.95. 0 7195 4352 5.**

Resource material with restricted copyright permission is becoming increasingly popular with teachers. Any book which combines this feature with suggestions for constructing new courses is likely to have a wide market. *Modular Secondary Science Resources* is a compendium of ideas and resources for science teaching in the 13 to 16 age range and, as such, it constitutes a major part of the Inner London Education Authority's contribution to the Secondary Science Curriculum Review. This is the first of three books in the series and, like the others, is divided into three sections. Those in Book 1 are "Energy Sources", "Materials and Waves", "Colour and Perception"; the second book will cover "Particles", "Keeping Warm and Keeping Cool" and "Light"; and the final book will contain "Science from the Environment", "Chemicals and Chemical Reactions", and "Classification". The series has been written by a group of seconded ILEA science teachers to provide a wide variety of material for pupils following all types of science course. Included in the material are new experiments, problem solving exercises, comprehension passages, suggestions for the use of video, film and computer software items as well as role play and simulation exercises which are designed to encourage the development of pupils' social and personal skills.

One particularly helpful aspect of the book is that it provides advice on the construction of courses as well as a variety of approaches that the teacher might adopt. Advice is given on how to write a new science syllabus starting from how a climate receptive to innovation might be created, the definition of aims and objectives, assessment techniques and the development of pupil profiles. No particular educational philosophy or teaching strategy is prescribed but the reader is directed towards a variety of recent educational studies which should help to formulate an appropriate implementation policy.

The topics in each section are numbered for cross-referencing purposes and are presented in an array which should be helpful for teachers designing modules of any length. Each section concludes with a detailed list of additional resource material which includes magazine articles, slides, audio tapes and computer software. References are also given to the APU list of skills and knowledge which is to be included in Book 3. On a more practical level the book is presented in a ring binding which should facilitate photocopying.

As in previous joint ventures between ILEA and John Murray, the book is clearly presented and designed with practising teachers very much in mind. As such it deserves careful consideration by all science teachers working with 13 to 16-year-olds.

**Gordon Miller**

# Colour-wise technique

**Biology coloring book. By Robert D Griffin. Harper and Row £8.95. 0 064603075.**

As you would expect, a publication entitled *Biology Coloring Book* is American in origin and it was compiled by the author believes colouring is not merely a happy play activity but "an integral part of what has proved to be a highly effective learning method," as more than "50 per cent of your brain is devoted to vision and movement, the act of colouring magically creates understanding more completely and quickly than passive reading!" There are 111 double page spreads. On one side is the text with colouring instructions in bold typeface (for example "colour the heading 'Galapagos finches' and the heading 'food source'", unit 86).

Any activity which promotes active learning and the development of study skills is to be welcomed, but when the topics of the double page spreads are seen to have titles such as "The Fate of Pyruvate", "Chromosome Crossover" and "DNA in Neurospora", and match the resource with the content of A level courses, then the students likely to be working with the texts are those that have mastered elementary skills and will be accustomed to reflective reading and the abstraction of scientific ideas. Colouring the molecular structure of phospholipids and triglycerides (unit 17), blocks of ecological pyramids (unit 93), a transmission electron miscroscope (unit 26) and the stages in the Kreb's (TCA) cycle (unit 55) seem especially futile. However some of the units, such as the cell theory (unit 23) and the kingdoms of the living world (unit 91), would be relevant to lower school work and these could be adapted in order to try out a different approach and to find out if the author's claim of an effective learning technique can be substantiated.

You might think that getting the reader to colour in the pictures would be a cheap way of getting a full colour illustrated book. Not so. For this price, many full colour GCSE books are available and certainly more appropriate texts for A level.

**Jackie Hardie**

# Chemical enrichment

**Reading About Chemistry. By Martyn Berry and Stewart Kellington. Heinemann £3.25. 435 57521 X.**

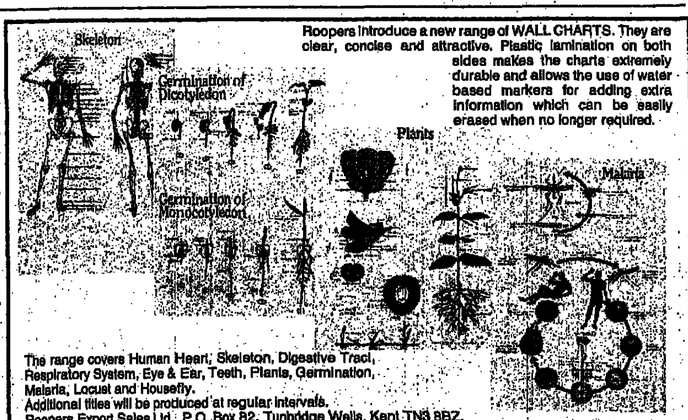
Designed to "broaden and enrich" 13 to 16 chemistry courses, about half of this short book is, somewhat surprisingly, taken up with conventional syllabus material.

The division of the contents into 30 double page units creates some problems. The units are intended to be self-contained, which entails some explanatory material being repeated in several different places. The basic chemistry sections are sometimes overwhelming, as a lot of material is presented very quickly, in considerable detail. There are usually four questions following each of these units, and some require access to information not available in the text. These parts of the book are perhaps better used to give an overview of a topic after it has been taught, rather than as an introduction to it.

The remaining units are principally concerned with social and technological aspects of chemistry, and are extremely well done. Clearly written, they contain interesting material, much of which is novel at this level – Life in a factory, Joseph Lister, Enrichment of uranium fuel, etc. These units could promote discussion and enable pupils to appreciate the contribution of chemistry. The questions here are quite closely related to the text, and some encourage pupils to develop the arguments further.

The book is attractively presented: it has a generous lay-out, and most pages have several illustrations, some in colour. It contains some good resource material for demonstrating the links between chemistry and society, using language and examples which are accessible to the pupils.

**Lynne Marjoram**


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EXTRA

# Under the crust

**Hutchinson Encyclopedia of the Earth Sciences. Edited by Peter J Smith. Hutchinson £14.95. 0 09 165860 8.**

The term "encyclopedia" doesn't really do this book justice, because it could be used as a good introductory textbook dealing with the whole range of sub-disciplines within the Earth Sciences. If encyclopedias are books providing information on all branches of knowledge of a subject, then this book does fulfil such a role, but there is no alphabetic treatment apart from the comprehensive index.

The book contains 23 chapters grouped into topics dealing with "The Earth Today", "The Solid Earth", "The Fluid Earth", "Shaping the Surface", "Surface Environments" and "Geology and Man". The main narrative of each chapter is supplemented by extensive captions to the illustrations, plus short discussions of a variety of related topics. For example, the text of Chapter 1 on the Dynamic Earth is supplemented by short discussions of early ideas on continental drift, Gondwana fossils, palaeomagnetism, ocean floor magnetic anomalies, the discovery of ocean ridge "smokers" and many more. This approach is very seductive – one can open the book at any page and find something short, interesting and informative to read. The illustrations, particularly the graphics, are excellent, save that scales are usually lacking – the concept of the scale of geological phenomena and processes is crucial to understanding the subject. The summary of topics provided at the beginning of each chapter includes an item called "Prospective", but the reader is left to his own devices to find out what this is.

The balance of subject areas covered by the Hutchinson Encyclopedia is good, though in the opening group of chapters "The Earth History", it might have been better to deal first with the distribution of earthquakes and volcanoes (Chapter 2) before introducing plate tectonics (Chapter 1). Chapter 3, on the internal composition of the Earth, ends with a whole page on the Mohole project ("the Mohole fiasco"), yet nowhere else in the book is similar prominence given to the positive achievements of the Deep Sea Drilling Project. The results of the latter project are discussed in several places – but why present a failure with more impact than a success?

This encyclopedia is a must for school libraries, but prospective users in schools should be aware that it is conceptually dense, and that the reading level is very high. However, this combination does permit a comprehensive and well illustrated coverage of the Earth sciences as they are today.

**R C L Wilson**



***Do Animals Dream?*, by Joyce Pope, published by the Natural History Museum and Michael Joseph, answers all kinds of questions that children may ask about animal behaviour. This illustration shows a zebra foal feeding an hour after birth from the section "Are newborn baby animals as helpless as human babies?" "Do fish drink?" and the book's title question are dealt with among others (£7.95)**

# Biology update

**GCSE Biology. By D G MacKean. John Murray £6.50. 0 7195 4281 2.**

Two decades ago, when I was studying O level biology, MacKean's *Introduction to Biology* was my bible. During my A level course I would frequently refer back to the same well-thumbed volume and its content fell more clearly into place as my understanding grew. Now as a biology teacher I often use practicals based on ideas in MacKean's booklets *Experimental Work In Biology* with pupils. No one should underestimate the past contributions of D G MacKean to biology education. This latest offering is a new book rather than a revised edition but it does owe a great deal to it's predecessors.

Two types of text are presented. The first is core material in ordinary print covering subject material common to all GCSE syllabuses. The second is extension text printed with a blue background and dealing with either "topics that are beyond the basic syllabus requirements or are relevant to only one syllabus". Consequently the coverage of the subject is good but the book is large and will appear daunting to many pupils. All the text is written at a relatively high language level, it looks very densely-packed on some pages and the style is rather dry and user-unfriendly. The book appears to be suitable for pupils likely to achieve one of the higher grades at GCSE.

There are a few questions after most short sections but very few involve the analysis or manipulation of data. In fact there are not many tables, bar charts or line graphs in the book as a whole. There are some exam questions after each group of chapters some of which have been taken from GCSE specimen papers. None of the questions are graded as to level of difficulty.

The author's illustrations are beautiful and many are the ones originally published in the early Sixties. Some have been augmented by the addition of various tints. The excellent photos are spread liberally throughout the book and most are in full colour. The printing is of a very high standard.

Unfortunately, there are no suggestions for activities other than standard practical work. These are presented in a prescriptive manner and there are no ideas for open-ended or problem-solving practical work which is essential for GCSE. The book includes a fair amount of applied biology but the GCSE requirements for inclusion of social, technological and economic implications of science do not seem quite fully reflected. Limiting biotechnology to one page out of 360, with no associated practical work, seems a pity particularly as some of the SSCR working groups are making such progress in this area. Nevertheless the book is a thorough if somewhat traditional treatment of the subject which will appeal to some teachers.

**Anne Cullen**

# Old faithful

**Biology, A Functional Approach. Fourth edition. By M B V Roberts. Nelson £12.95. 0 17 448019 9.**

Old faithful has been up-dated again. The fourth edition of this standard A Level text includes more changes and additions than did the third edition four years ago. There is a new chapter on classification and diversity concentrating on the five kingdom system. Prokaryotic cells are given more prominence; the term also now appears in the index. Additions have been made to several sections such as life cycles, body design and evolutionary trends, cell structure and membranes, plant hormones, and enzyme action. They are generally minor additions (those large margins are disappearing as time passes) but most are very welcome, particularly the account of gene splicing and a rewrite of the section on the cell-mediated immune response. This textbook is still very good value for money.

**Anne Cullen**

# Finding out

**The Usborne Illustrated Handbook of Invention and Discovery. By Struan Reid. Usborne £5.95. 0 860209571.**

This reference book describes the most important inventions and discoveries that have contributed to the progression of the human race from the Stone Age to the Space Age.

There are three sections: in the major one, the inventions are grouped around topics or themes such as "Scientific Instruments" and "Domestic Appliances"; the second has a chronological list of inventions and the third the A-Z of them. Each entry in the main section states the invention, the date of discovery, the name of the inventor and the country of origin. A lot has happened since 4,000,000 BC (the date of the first entry), and as the book has only 128 A5 pages each entry has to be brief. Many are illustrated with small full colour drawings.

The author has tried to include inventions and discoveries from all over the world, so there is mention of decimal numbers and India, playing cards and gunpowder in China, welding in Egypt and manganese oxide paint in Africa. However the more recent entries are dominated by the USA and Western Europe.

Some of the entries are fun: did you know that "jeans were first made in 1874 and are so called because the cloth originated in Genoa, and that in 1913 the first bra was made from silk handkerchiefs? Some are unexpected and enlightening, for instance, chemical pest control was introduced in 1763, when powdered tobacco was used to kill aphids in France (so it didn't begin with copper sulphate and DDT!). Addis designed the toothbrush with handles and bristles in 1780 (but there is no mention of toothpaste) and the first lawn mower appeared in 1805! It is an interesting book to flick through, a promising source of quiz questions and a useful reference book for a junior or lower school library.

**Jackie Hardie**

# School science

**Science Education. Oryx Science Bibliographies, Volume 6. Compiled by Eileen E. Schroeder. Oryx Press £10.10. 0 89774 227 3.**

This book gives over 300 references to recent papers on school science education. Originating in America, it is relevant here as we seem to share very similar areas of concern. British journals are included, and most of the others are readily available in our university libraries.

The references are grouped into 11 main areas – science and society, teacher education etc. Each reference is accompanied by a brief summary of the main points of the article, so providing a useful introduction to the current research literature. Whether it is sufficiently useful to justify its high price is debatable.

**Lynné Marjoram**

# Oxlip missing?

**Concise Dictionary of Nature. Edited by Jilly Glassborow. Grafton Books £5.95. 0 246 12731 7.**

This is an admirably clear work of reference. Small in size, it covers a substantial range of natural history in concise but accurate and simply worded definitions. The 1,500 entries are accompanied in many cases by full colour illustrations or diagrams, excellently matched to the text. Jilly Glassborow has made a very good job of the editing, the very few errors I detected were minor (woolly bear is cross-referenced to shield bugs rather than to the garden tiger moth for example). Had I her task, I think I should have discreetly included scientific names since some common names can be confusing. Children are remarkably unafraid of binomials and even if they are only noted subliminally it provides an introduction to the system which all naturalists have to acquaint themselves with sooner or later.

The book rightly notes that certain orchids and the otter are endangered species but I should also have welcomed a status summary on a few other entries: the oxlip for example is a rare plant. But these are minor criticisms of a book which accomplishes a great deal. I am sure that others beside myself will look up one word, find their attention caught and end up reading for pleasure. Adults as well as children will find this book a delight to use and will learn much, but more important, young naturalists will be able to use it by themselves and find it serves them capably and well.

**Francesca Greenoak**

# Plot thickens

**The Forces of Nature. By P C W Davies. Cambridge University Press. £22.50. 0 521 30933 6. £7.95. 0 521 31392 9.**

At times it is necessary to pinch yourself just to make sure the story Paul Davies unfolds so brilliantly isn't all make-believe. Although only the initial one third of this book about the world within the atom is directly pertinent to an A level physics syllabus, the enquiring student will want to read on and will surely be captivated by the phantasmagoria that unfolds.

The style of the text is terse and, although a model of lucidity, the relentless pace does call for undivided attention from the reader. To help there are a number of figures and tables and a deliberate avoidance of mathematics. If the book is revised again, which seems likely with the progress of subatomic research, the addition of photographs of the main protagonists would add a human touch and tie in with Davies' description of this as a human adventure without precedent.

The book, certainly in paperback, should be on all school physics library shelves. Many pupils studying physics form the impression that answers to all the fascinating riddles of the universe have already been found. This account highlights how misconceived such an idea is. Davies ends with the statement that "the present state of subatomic physics is like a detective story that we have to put down just as the plot is beginning to get exciting."

**Michael Joyce**

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*Tony Haygarth and Judy Cornwell in the December Rose*

# St Paul's out of matchsticks

## Leon Garfield on the curious experience of transmuting film into print

Not long ago, a "reptile of a critic" (to quote Henry Fielding's wonderfully apt description of the breed) wrote of a novel of mine as having been "manufactured" from a television series. I felt highly indignant, as the prosy sneer implicit in the review suggested that the production of the book had been a mechanical process requiring little more than an ability to type. Nothing could be further from the truth. The task of translating drama into narrative is enormous, and often the inventiveness required is of a higher order and more exacting, because more disciplined, than that employed in wholly new work.

The book to which the gentleman referred was indeed derived from a television series. I don't deny it. It even had the same name: *The December Rose*. It began life as an unlikely request for a drama involving the indiscriminate use of Thames' barges. It was, so far as I was concerned, a horrible liability. I didn't know anything about barges, and I didn't want to know anything about them. Nevertheless, it was, so to speak, a challenge. Which means I was offered enough money to make the attempt. So I thought of a story with a principal character whose ignorance of bargery was equal to my own. That way, I thought, we could find out, hand in hand. I thought of a sweep's boy, who, in his terrified flight from danger, finds refuge with a bargee. It seemed like a good idea.

So I began work. I put out of my mind everything to do with novel-writing and thought only of what was to be seen on a television screen. I became involved in the mysteries of screen time as opposed to narrative time, the length of silences, the pace of action and the never-ending need for an exit line.

I had to bear in mind the limitations of young performers, the aspirations of old ones; and always, always, there were those bloody barges. Yet it wasn't all misery. Often I found that I had a greater freedom than I would have had in a novel. Effects, notoriously difficult to bring off on the printed page, became intoxicatingly easy on the screen. Crowded rooms, always a source of anguish and heartache to the novelist, suddenly became child's play when there was a crowd, paid for and waiting only to be seen. With a couple of noughts, I could have turned out an epic. Rooms required no furnishing, people walked up and down stairs, opened and shut doors, and even sailed their damned barges without the smallest effort on my part.

At last I finished and thought I'd seen the end of it. "Home art gone and ta'en thy wages", so to speak. Then it was suggested that I write the book of the film. Either me or somebody else. An unhappy situation. I didn't want to write the book; but then I didn't want anybody else to write it. I felt possessive about it. Whatever the actors might have done with them, the characters were mine. And so was the story. If I wanted to, I thought in a dark moment, I could sink the accursed barges in the first chapter and move everything to Covent Garden or Muswell Hill. But it passed and wisdom prevailed.

It will be easy, I thought: all I have to do is to link my dialogue with some colourful description and that will be that. So I read my scripts. At once, gloom overcame me, like bad wine. It wasn't that they weren't any good; they were impossible. A novel was a totally different thing.

The scripts were objective; there was no single viewpoint. There were a dozen characters, all acting like mad. There were flashbacks that would have been incomprehensible; and so many short scenes that a page would have looked like an application for a driving licence, full of blank spaces to be filled in.

I put away the scripts and thought again. I tried to think of the story as a story, to be read and seen only with the inner eye.

My script had begun with a series of short scenes culminating in what, in visual terms, was a strong dramatic stroke. But in a book it wouldn't work. I had begun, after a brief preamble, with a scene in the kitchen of a mansion, between a sweep and a housekeeper. In the course of their conversation, it becomes apparent that somewhere up the chimney is a climbing boy. Sundry noises proclaim that he is in difficulties, so the sweep, fixing a spike to his cleaning rods, shoves it up the chimney to dislodge the boy. There is a shriek. Then the scene changes to the parlour in which four conspirators are deep in a plot. A moment later, the soot-blackened boy falls out of the fireplace and wild chaos ensues. The boy is chased round the table; he throws things and finally snatches up an item vital to the plot and bolts for his life.

A scene of action and confusion that, in a matter of seconds, the camera made clear; but on the page it would only have been confusion, with paragraph after paragraph of laborious explanation to kill it stone dead. So I abandoned the scene in the kitchen and began with the boy himself, up in the chimney and happily picking his nose. And I stayed with the boy thereafter, with his fall and bewilderment and fright. I abandoned the objective viewpoint, and found that I gained as much as I lost. I was able to impose mystery where there had been none, and to give my characters thoughts as well as words.

But even the words had to be changed; for there is a world of difference between what is spoken and what is read. Actors' sentences need to be finished, and suitable replies devised. They need to convey information, and elucidate knotty points of the plot. But dialogue in a novel is different. It has a different rhythm and serves a different purpose. It is used to heighten feeling, to underline emotion, and, often, to change the tempo of the narrative and alter the course of a scene.

Nor was the dialogue all that had to be changed. Scenes were suppressed, new ones invented, and the order of events changed about so that the narrative could flow unimpeded. There were gains and losses, of course. On the one hand, I felt I'd been able to enrich the story and make its points more strongly, by emphasizing that worst of political evils, the patriotic lie; but on the other, I regretted the diminishing of the barges. When at last I saw them, most handsomely filmed, I found them to be beautiful beyond the scope of words.

It was a hard book to write. But then, all books are hard to write. It is an activity rather like building St Paul's out of matchsticks. It makes no difference if you whittle the matchsticks yourself, or come by them ready-made. All that matters is that you should keep in your mind's eye a clear picture of the structure you are labouring to complete.

# Homage in Catalonia

## by Heather Neill

Catalonia is not just a region of Spain beloved of tourists; it is a cultural centre in its own right, with a distinctive language and style and a flourishing publishing industry producing thousands of titles in Catalan every year. That is the message one receives loud and clear from the organizers of the Biennial Prize for Children's Book Illustration (Premi Català d' Illustració). The visitor to Barcelona hardly needs to be reminded of the cultural and artistic prominence of this, the capital of the region: Gaudí's mark is clear in the elegant squares, and the excellent Picasso Museum testifies to the love of this century's most famous and prolific artist for his region of origin. Barcelona is sophisticated but raffish. There is a taste of danger in the air in the picturesque cobbled alleys and at all hours of the day and night groups of roisterers process up and down the wide boulevard to the harbour, known as the Ramblas.

At the end of September distinguished representatives from the world of children's books arrived here from all over Europe, from Japan, the US and South America to be present at the awarding of the second Catalan Prize for Illustration in Children's Books. As often with international gatherings, the informal meetings were especially enjoyable. Over tapas in a Gothic quarter bar or while admiring an extraordinary, eccentric collection of ceramics and other objects in Sitges, just outside Barcelona, one found all kinds of subjects raised: regional politics, the nature of childhood, the state of children's literature in Japan or France or South America. Points of view vary enormously: the Americans, Germans and British tend to be more child-centred in their approach, the East Europeans keener on Art with a capital A in children's picture books.

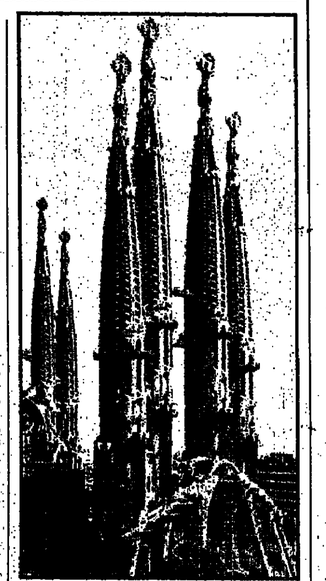
The 10-strong jury – from Spain (including Catalonia), France, the US, Germany, Denmark, Italy and Czechoslovakia – were closeted together for hours on end thrashing out the merits of the hundreds of submissions. There was, by all accounts, some furious argument, not surprising when you remember that personal taste jostles with cultural, historical and commercial differences and that there are bound to be considerable language difficulties to boot. For someone from Britain, used to the familiar arguments about elitism, multiculturalism, sexism and racism it was a revelation to find that for some delegates these could simply be discounted. What mattered was merely the quality of the product (viewed from a critical, adult angle) and the status of children's books in the cultural scene.

Eventually a winner was chosen – Stasys Eidrigevicius from Poland. Three runners up were awarded plaques: Esma Khemir from Tunisia, Nicoletta Costa from Italy and Kamila Stanclova from Czechoslovakia, and five others, from France, Spain, Russia, China and Germany, received diplomas.

Stasys Eidrigevicius' pictures for his book on the theme of "refuge" (felt to be a fitting and moving subject given Polish politics) are dark, violent in their emotional charge and contain sophisticated, fantastical images: a breaking jug pours jug pieces, a face is also a clock with moustache hands, a lamp ends in a candle. There were those who felt that this was not a children's book at all. Svend Otto, the Danish illustrator and jury member, admired and supported the winner but thought it was meant for over 12s. He wasn't too enthusiastic about some of the runners-up.

In Britain there has been more and more emphasis in recent years on the integration of text and picture. An illustration taken in isolation ceases to be an illustration and so, however worthy the intentions of the organizers of this prize, one must question its validity. Significantly, there were no entries at all from the UK this year. Two years ago, British artist David McKee was awarded a plaque and, though he was wholeheartedly in agreement with the jury's choice of Carme Solé Vendrell for the main prize, he thought "grading was degrading" and there should be no runners-up. But, in any case, like other British illustrators, he feels that a book should be judged as a team effort – text, pictures, editing and production all playing their part.

The conclusion seems to be that this prize is more to do with politics than children: Catalonia and world-wide children's book publishing are both cultural areas which feel the need (and deserve) to be taken seriously.



*Gaudí's Sagrada Familia*

BOOKS

# Reeling, wheeling and dealing

**Money into Light. The Emerald Forest: A Diary. By John Boorman.**
Faber £4.95. 0 571 13772 5.
**Final Cut, Dreams and Disaster in the Making of Heaven's Gate. By Steven Bach.**
Faber £4.95. 0 571 14507 8.

The first time John Boorman made a film in Hollywood he learnt an important psychological trick from his cameraman. The studio executives were to look in on the day's shooting. Boorman had been using a lightweight Arriflex camera, but that day the cameraman had set up a cumbersome studio model. Why? Because the execs would panic if they saw all their millions being poured into one little camera. Though Boorman didn't get the results he wanted from that day's shoot, the execs were sufficiently reassured to go away and let him get on with his film.

That is why Boorman calls filmmaking "money into light". Boorman acknowledges that his product's lack of substance quite rightly makes his financial backers nervous.

This diary makes film directing look like one of the most difficult jobs about. The cover shows Boorman in profile next to a camera, a typical pose for a director. Yet, as he explains, very little of his time is spent in this situation. He recalls a remark by Billy Wilder: "Fifty-three years I am making movies! Do you know how long the camera was running during that time? Maybe two weeks!"

*The Emerald Forest* starts life like most films. Boorman is looking for a project. A scriptwriter brings him an idea from a newspaper cutting. For 10 years, a man spends his holiday time searching the Amazon rain forest for his son. When he finds him he sees that it would be best for the boy to stay with the Indians he has grown up among.

Once a script is got together, it is constantly reworked, and hawked about the studios, with much wheeling and dealing. Just setting it up takes about two years.

Boorman's gift seems to be for organization and for constant mental editing of the chaos that surrounds him. He consults anthropologists, visits locations in Brazil, spends time at an Indian settlement and seems disconcerted by both their lack of routine and the tediousness of their tasks: fishing and manioc gathering. Then he experiences the mysticism that enriches their lives. Back in Brasilia, he battles with the highly-structured bureaucracy that could prevent his film from ever being made.

His original backers sell out to another studio, his tax shelters collapse, his accountant gets food poisoning, his scriptwriter turns against him when he casts his own son, Charley, as the lost boy. Torrential rain puts the shooting two weeks behind schedule. He reminds himself of another Wilder remark: "Nobody ever said, 'It's a terrific film; it came in under budget'."

Lee Marvin had once told him that when the camera was running, the business was just between the director and the actors. Unfortunately, this method has also left out the reader: after a seven-week gap in his journal, during the most crucial shooting period, he picks up his pen again to tell us that we have a happy ending. Dear Reader, I met my deadline, stayed within my budget, and made a critically and commercially successful film. But he doesn't tell us how he did it. Perhaps like a conjurer, he can't reveal his tricks.

Steven Bach, for one, would like to know these secrets of success. His book about the making of *Heaven's Gate* is actually about the unmaking of United Artists. The book cover blurb says that the notorious film, which was budgeted for $7.5 million but ultimately cost $36 million, sank the studio. But according to Bach's history, the studio was in a fairly delicate state from its inception.

Founded in 1919 by four "artists", Mary Pickford, Douglas Fairbanks, Charlie Chaplin and D W Griffiths, the purpose was to grip that illusive artistic control. But even from the start, the artists who united did not fulfil their agreements for the numbers of films they were to make.

Although many good films were made, and the concept was widely applauded, the company seemed to be a bit of a foster child if not an orphan until the Fifties when Arthur Krim got hold of it. During that time, such famous films as *High Noon* and *African Queen* were made.

What really seems to have sunk the studio was when it agreed to allow a corporation, Transamerica, to become a major shareholder. Once again, the artists were trying to co-exist with the nervous money-men. Krim seems to have got the balance right between art and economics, but he walked out when the corporation tightened its control. And when he went, they all said that that was the end of United Artists.

**Chris Fernee**

# Looping the loop

**By Gerald Haigh**

**You and Your Handwriting. By Peter West.**
Allison and Busby £9.95.

There are many people, some of them sane and intelligent, for whom the infinite richness and beauty of God's universe is insufficient and who find it necessary to erect ramshackle extensions to it. They may adhere, for instance, to the notion that underground water (or oil, or old socks) can be located by waving old sticks in the air, or they may spend hard-earned money on trying to converse with deceased relatives. The only question which should bother the reader about this book is whether "graphology" is another such asbestos shed in the garden of creation, or whether there might be, as they say, "something in it".

There seems every reason for connecting handwriting with personality. The act of writing, after all, is behaviour, and the finished product is thus a direct record of behaviour. An assertion, therefore, such as, "A robust, athletic type will write in a different manner to the delicate, sensitive and timid person," seems to be a truism. The real question, obviously, is what the handwriting differences are, and how we can use them to tell us things about the writer.

Peter West has no doubts at all about this. Every characteristic means something. Different angles of slope refer to a continuum of traits which range from "Self-control and independence" to "Impulsive and intense". Heavy pressure on the writing implement denotes physicality and perhaps sexual repression. Loops are emotional; pointed loops "almost always refer to a rebel streak present in the make-up". Neither does it end with the writing itself. The layout on the page – width of margins, for example – is significant, as is the positioning of the address on the envelope. The writer also has a section on the significance of doodles. "Boats normally show a desire to get away from it all."

The obvious, the glaring, the sitting up to be noticed question is, "How does he know?" One answer might be that he, together with research associates, has conducted rigorously constructed trials in which he has looked at the handwriting of thousands of people whose physical and personality traits were known, and has drawn up the necessary correlations. Has he done this? If he has, then he tells us nothing of it. If he has not, then the whole thing is a meaningless farrago. It is not terribly easy, for example, to take too seriously the notion of "vertical zones", whereby the upper parts of letters have to do with dreams and aspirations, the middle bits relate to mundane matters and day to day affairs, and the lower zone, "denotes the degree of involvement with the instinctive desires, sexual and biological urges . . ."

This idea of the anthropomorphic letter, with its head in the clouds, body thinking about earning a living, and lower parts engrossed in wayward naughtiness, is quite charmingly absurd. Graphologists it seems, have the same attitude to low dangly bits as did our Victorian ancestors. "A small loop, one that does not reach very far into the lower zone, is a suggestion of sexual inadequacy." "Long loopless downward strokes imply hesitancy in matters of sex."

All of this would be perfectly acceptable were we discussing a party game. What makes this book a bit terrifying are sentences like, "Graphology is particularly useful when advising young people on career matters." And, "Many leading companies employ graphologists". Well now, we all know about astrologers in the White House; and there was old Rasputin, but handwriting analysis as a selection tool? Given that it may be as accurate as the average interview, I suppose we should not grumble over-much; but even so, I think we should be told who is doing it. I would much prefer to have my lamps read.

# Twilight zone

**Trillion Year Spree: The History of Science Fiction. By Brian W Aldiss with David Wingrove.**
Gollancz £15.00. 0 575 03942 6. £9.95. 0 575 03943 4.

The first edition of this book, *Billion Year Spree*, was published in 1973, at a time when histories of science fiction were thin on the ground, literary consideration of the genre a *rara avis*, and the intelligent advocacy of all that outrageous space stuff as significant literature akin to a voice crying in the wilderness. The book appeared just as science fiction, and its colonization by the critics and academics, was about to shift into overdrive.

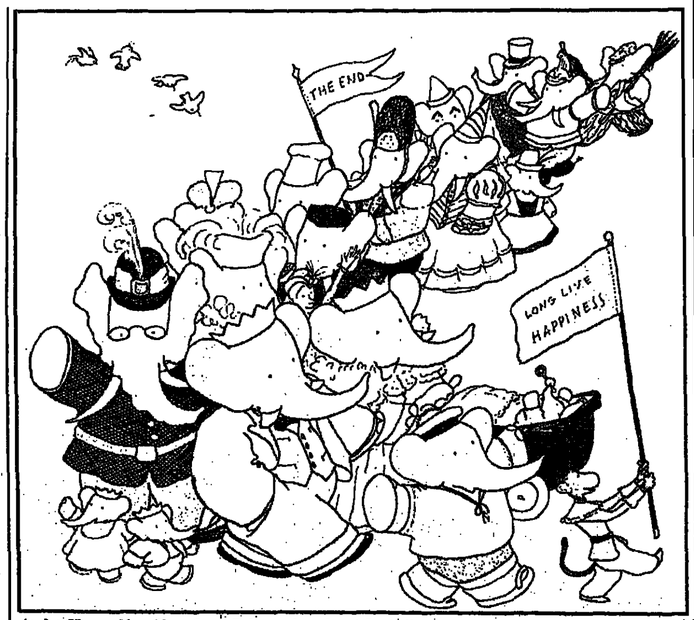
It is one of the running arguments of *Trillion Year Spree*, a much expanded and considerably revised version of that groundbreaking study, that the expansion has been one of quantity rather than quality, and that the sheer proliferation of an increasingly multi-faceted genre makes it more and more difficult (and consequently more important) to see what possesses genuine merit amid all this surfeit of invented worlds and re-treaded dreams.

As in the original, Aldiss (and his new collaborator) strikes a perceptive balance between a simple cataloguing and analysis of individual writers as they figure in the chronological story, and the importance of groupings, trends, and semi-sociological shifts in the way that science fiction is both written and read. If there is a writer of any standing excluded, I certainly did not register it – with the single, momentous exception of Brian Aldiss himself.

Aldiss has not been shaken from his definition of science fiction (argued in the opening chapter), nor from his suitably marginable (but once controversial) conviction that the genre has its beginnings in Mary Shelley's *Frankenstein*. The forceful statement of these claims in the opening pages is an immediate reminder of the other great fascination of the book, its (sometimes idiosyncratic) personal view of a literary form by one of that form's major practitioners.

If his (fiercely) judgements are occasionally infuriating, the book remains the most fascinating account of science fiction and its related modes yet written, and one unlikely to be superseded in the near future. While its sheer readability remains a prime virtue, the invaluable weight of information it contains places it firmly on the reference shelf: what is pressingly needed now is a similarly updated version of Peter Nicholls' *Encyclopedia of Science Fiction* to stand alongside it.

**Kenny Mathieson**




**And a Happy New Year from Babar, whose latest facsimile appearance comes with Babar the King (Methuen £9.95). Jean de Brunhoff's immortal creation seems fresher as time goes on.**

# Too close for comfort

**Flames. By Jane Oldham.**
Virago £8.95 and £3.50.

*Flames* is worth reading for its extraordinarily powerful description of the atmosphere in a pre-war village school in Yorkshire. One can see it, with its "bean bags and boops, spelling lists with the vowels in red, cards pinned on a chalk drawing – This is Rover, snout, tail, spot, whisker – stick men balancing on rungs as they recorded individual endeavour up herrow, ladders . . ." And the teacher, Alice, has a relationship with the school building, with the classroom, which gives her self-confidence, poise and certainty.

Into that very clear, certain environment comes a workman to mend the wall. They fall in love. They marry. He is teased mercilessly by his workmates in the pub. "Clicked with a teacher has he. Thought he liked them fairly . . . She is teased less, but for her it is a difficult fight, a slow journey to disappointment, a realization that her husband cannot support her in the way she would have liked.

Then it is her teaching which suffers. She loses her touch. The schoolroom, centre of her world and so much cherished, loses its magic and acquires a nightmare quality. She begins to behave irrationally and to fear the little boys whose education had once been her chief joy.

All this is seen in retrospect by the daughter, Stella. Her father has just died, lonely, with no relationships. The fighting, funny, affectionate father of her youth is long dead. This is a different father, with no joy. The old smacking kisses come to mind; she pushes them away, and tries to put it in perspective.

This novel has an autobiographical air. The mixture of pain and guilt over the loss of an beloved, or insufficiently loved, parent is intense and palpable; Stella's feelings make her too real for comfort. And yet, with all its emotional intensity and vivid description, there is something lacking. The plot does not quite stand up; the reader is slightly puzzled as to the turn of events. The *dénouement* is somehow unsatisfactory. One reads on because of the horror of the emotional tangle. Actual events are few and far between, and dull when they do occur.

June Oldham won the joint Yorkshire Arts Association and Virago Fiction Prize for this novel. There is no doubt that she is an intense and vivid writer. But she falls down as a storyteller, which makes the award surprising. One can only hope that her next book will lose none of the intensity, but be better crafted as a story.

**Julia Neuberger**



BOOKS

# Wisdom of humility

**Further Particulars. By C H Rolph.**
Oxford University Press £12.50. 0 19 211790 4.

On starting to read these memoirs of an 84-year-old man I recalled T S Eliot's admonition: "Old men should be explorers"; but of course, writers inevitably revisit the familiar tracks of their past lives.

C H Rolph has already published one volume of memoirs, and he now offers us "further particulars". He recalls a long and useful life, first as a policeman and then as a distinguished journalist dealing with law and society. He says he has "come through the experience of being a policeman without losing his faith in humanity"; and these are indeed memories of a very humane man.

Social historians and those born since the Second World War will perhaps find more to surprise and interest them in these memories than those who have been fellow-travellers through the post-war years. They will smile wryly at his account of the (mainly Jewish) immigrants of his youth who came from countries where they had been persecuted and on arriving here were handed leaflets headed: "The police of this country are your friends." Many more recent immigrants still wait to be convinced of that.

Surprisingly, Rolph's recollections of his life as an obscure clerk and a policeman are more interesting than those of the peak of his career as a writer and broadcaster. It is useful to be reminded of the great days of the *New Statesman*, for which he worked and which youngsters like me then made the object of our Saturday morning devotions. He now dismisses it as a "dyspeptic weekly burp" (and I stopped reading it years ago). He tells us of meetings with many famous people in the world of politics and the arts, but in a way that would be more acceptable as gossip over a pint in a pub than in a hardback book. This reviewer is himself almost in his anecdotage, but we seniors have to beware of assuming that everything in our past is going to interest others.

Sometimes I felt that Rolph's writing unhappily confirmed his own wise observation that "the art and practice of writing are esteemed far beyond their social value". Moreover, the book is padded here and there with longish quotations from old documents that scarcely merit being immortalized. For example, he recalls a report of his on prisons abroad which he submitted to appropriate authorities but which was never published and, he suspects, never read. So he re-prints it here, in five pages of small print.

More interesting are the particulars of his involvement with the causes of penal reform (leaving him sadly convinced that 15 per cent of prisoners will come back whatever you do) of mental health and of the (still) wretched lot of old people in hospitals. "Do not let me hear of the wisdom of old men", the poet admonishes again. Nevertheless, from a book like this you do expect to find some wisdom distilled from a long and thoughtful life. Well, you do, and you don't. Rolph confesses that he decided 66 years ago that he would probably spend the rest of his life "on the threshold of understanding" and now he sees himself as an old man who "longs to be as certain of anything as he once was of everything".

His second wife became an Anglican and he went to church with her but firmly refused to say the creed. Living now in what he poignantly describes as "the silent wilderness of the widower", he would like to be a Christian, but can't bring himself to make the leap from a vague sense of the numinous to Christian belief. He closes his memoir with moving words: "That's where I stand, aged 84. So for me the quest continues, while it can."

This old man has, therefore, in one sense, long been an explorer, and still is. He commands our respectful and even affectionate sympathy. So at the end, he reminds me again of Eliot: "The only wisdom we can hope to acquire / Is the wisdom of humility." That wisdom, Rolph, unlike many memoir writers, has certainly acquired.

**Roy Shaw**



**The Russian Constructivist Alexander Rodchenko was prodigiously active in photography, graphic design, painting, theatre design and architecture: this photomontage from 1924 is one of the illustrations to Rodchenko: The Complete Work (Thames and Hudson £40.00) by Selim O Khan-Magomdeov, edited by Vlerl Quilici.**

# Was he?

**Napoleon 1812. By Nigel Nicolson**
Weidenfeld and Nicolson £6.95.
**Napoleon's Memoirs. Edited by Somerset de Chair**
Soho Book Company £7.95.

"Napoleon was not a civilized man," Nigel Nicolson writes, while acknowledging that he had an exceptional degree of charisma. He was seen at his least civilized after the capture of Smolensk, in the ruins of the city, surrounded by the heaped corpses of the Russian defenders and their families, having lost between eight and nine thousand of his own troops, and alone among the survivors not to exhibit any feeling of horror. "We have captured Smolensk without the loss of a man," he reported back to Maret in Paris, with no war correspondents or newsreels to give him the lie.

Napoleon's charisma died with him and it is hard now to recapture the qualities that inspired awe, devotion and almost universal fascination, and made even the Russian campaign seem, to some, a heroic disaster rather than a monumental blunder. "Napoleon was no better than Hitler in his love of power, his lust for adulation, his colossal self-conceit," Michael Foot says in his preface to *Napoleon's Memoirs* (and the Russian campaign suggests a still closer comparison). But, as Foot notes, there are many witnesses for the other side. Napoleon derived the impetus for his conquests from the Revolution and was seen as often as a liberator as he was as a tyrant.

Nicolson balances political context, military strategy and revealing anecdote to give a superb account of the march to Moscow and the retreat which will serve as a summary for the historian and an introduction for the general reader. It complements *Napoleon's Memoirs*, in which Part 1 ends with Marengo and Part 2 starts with the Waterloo campaign. This is a useful version of the 1823 translation, which Somerset de Chair has tidied up to make it available to a wider readership. Some may perhaps perceive in it an echo of personality that, much later, inspired Marmont to write that "we marched surrounded by a kind of radiance whose warmth I can still feel as I did fifty years ago".

**Robin Buss**

# 'Hurt' into prose

**Less than One. By Joseph Brodsky.**
Viking £15.95. 0 670 81405 9.

In 1965, when he heard that T S Eliot was dead, Joseph Brodsky, who was still living in the Soviet Union, wrote a dirge modelled on Auden's poem about the death of W B Yeats. In *Less than One*, a collection of essays written since he settled in the United States, Brodsky points to the affinity between the Yeats's late work and Osip Mandelstam's. Discussing the "psychic acceleration" in Mandelstam's "Verses on the Unknown Soldier", Brodsky compares it with that behind the prophetic outpourings of Job and Jeremiah. In his essays, as in his verse, Brodsky draws on his equally deep knowledge of past Russian literature and of the classics; while scrutinizing poems by Auden, he combines the intimate insights of a friend with a formidable talent for rigorous textual analysis.

The autobiographical essays are thoughtful and moving. The remarks about Pushkin and Dostoevsky are original and perceptive. The loving descriptions of Leningrad – or St Petersburg as he still prefers to call it – reveal a great deal about both Brodsky and the city. But the most valuable essays of all are those on Akhmatova, Osip and Nadezhda Mandelstam and Marina Tsvetaeva. For the reader with no Russian the best introduction to these writers is still D M Thomas's novel *The Flute Player*, and Dusty Hughes's play *The Futurists*, but these two works of fiction are now superbly complemented by criticism written from the best possible vantage point.

What interested Akhmatova most, he says, was not her own life but "time and the effects of its monotone on the human psyche and her own diction". Her diction changed to make the monotone more audible, and in her last collection, *Anno Domini MCMXXI*, she had to sharpen the concreteness of detail and imagery in order to ward off "the inhuman neutrality of the meter".

Discussing Osip Mandelstam Brodsky again focuses on the poet's relationship with time. Time always has a seat within the poem – in the caesura – and in his early verse Mandelstam used the phonetic and allusive power of words to express "the slow-moving, viscous sensation of time's passage", making the present moment linger beyond its natural limit. In the heavily caesurued iambic pentameters Mandelstam so often uses of deal with the theme of time Brodsky detects a reference to the Homeric epics. Producing "an almost physical sensation of time's tunnel", Mandelstam creates the effect of a play within a play, a pause within a pause, but he does this casually in subordinate clauses.

Brodsky is good on subordinate clauses and on the way that Russian encourages them. In this language, "where nouns frequently find themselves sitting smugly at the end of the sentence", the main power lies in the subordinate clause. "This is not your analytical language of 'either/or' – this is the language of 'although'." For a writer so restricted by deadlines, Dostoevsky was surprisingly digressive, and his digressions, Brodsky argues, were prompted less by the requirements of his plots than by the nature of the Russian language. The essays abound in richly suggestive insights like this one.

He is fond of superlatives and occasionally rash in the claims he makes. W H Auden possessed "the greatest mind of the Twentieth Century" and his best literature is the linguistic equivalent of thinking, Tsvetaeva was the most interesting thinker of her period. But even if these two assertions do not quite cancel each other out, there is plenty of compensation for them in judgements more securely based on knowledge and taste.

He writes incisively about meetings with key figures, including Nadezhda Mandelstam, who, with the passage of years, "shrivelled more and more, as though trying to turn herself into something weightless, something easily pocketed in the moment of flight"; Brodsky himself was later accused of parasitism – a charge normally reserved for prostitutes – and sentenced to five years in a labour camp, but released after Jean-Paul Sartre sent a letter of protest to Mr Mikoyan.

With his first-hand knowledge of the way that the Soviet juggernaut handles literature, Brodsky writes with wry objectivity about the relationship between history and Russian literature. "Mandelstam's was perhaps the only sober response to the events which shook the world and made so many thoughtful heads dizzy." With his "sense of measure" and his irony he responded to the epic quality of the revolution, which changed the character of his verse by speeding up a development which was already proceeding rapidly. "He became a poet of high velocity and exposed nerves . . . with numerous leaps over the self-evident with somewhat abbreviated syntax." As for his wife, she was "hurt" into prose, which was "the only available medium for the language itself to avoid stagnation". Subsequently Russian prose has been unable to keep pace with events, sinking into "the pits of socialist realism".

**Ronald Hayman**

# Goodbye and all that

**Robert Graves: The Assault Heroic 1895–1926. By Richard Perceval Graves.**
Weidenfeld and Nicolson £14.95. 0 297 78943 0

Robert Graves himself once said that he could see little point or interest in knowing anything about the lives of poets, painters and other artists unless it bore directly upon their work, and when one considers how little Shakespeare's work, for example, has suffered because of lack of knowledge about the playwright, the truth of this becomes apparent. "Definitive" biographies are all very well in their way but are apt to be tedious if every mundane detail is painstakingly reported not only about the subject but also about his sisters, his cousins and his aunts.

Richard Perceval Graves is very much the professional biographer. Robert Graves, his uncle, remains always the "subject" and he carefully observes his "duty to be sympathetic" to it and although one accepts that "a higher regard for bold strokes of colour and sensation than for the truth" do not make a good biography, it is impossible to disagree with R P Graves when he says that it should not be dull. Except for the poems quoted, occasional letters and a few incidents, this biography is dull, and one longs for the despised bold strokes. It emerges faintly that on the whole Robert Graves and his family and friends were not dull people, but they exist, in spite of all the detail – or more probably because of it – in these pages as dry sticks without anything to make them memorable. How much more interesting they, and some of the incidents described here, appear in *Goodbye to All That*, inaccurate, apparently though they may be.

First and foremost in any biography the main subject at least should come to life. Robert Graves here does not. It is true that not even in *Goodbye to All That* is to be found much trace of the man Graves was to become. With hindsight glimpses of it can be detected in his poetry and in his tendency to hero-worship and wholehearted adoption of the ideas of those he loved and admired. He was, however, at this time, basically a bourgeois (his own label) with a puritanical upbringing fairly typical of the time and class – perhaps just a little more severe. All the same, there must have been more to Robert Graves than the football-captain, paterfamilias and happily domesticated husband presented here or how could he have already collected so distinguished and interesting a circle of friends whom for the most part he kept, in spite of frequently thoughtless and even rude behaviour on his part? How much we should like to know, for instance, what books were in his library and what were his favourite authors, other than Skelton.

As R P Graves shows, it was Graves's wife, Nancy, who helped him first to break out of the limitations of this conventional milieu, more even than the experience of the war, and in spite of the stormy difficulties they experienced together.

If this first volume were to be cut by half it would be much improved, but above all it deals overmuch in externals and misses the mainspring of the character of a writer and poet who, whatever the future may decree, during his lifetime became a figure of significance.

**Katya Wachtel**

BOOKS

# Featherweight contenders

**RSPB Birdwatchers Log Book.**
Willow Books £7.95. 0 00 218218 1.
**Birds of Britain and Europe. By B Bruun H Delin and L Svensson.**
Hamlyn £5.95. 0 600 35181 5.
**The Birdlife of Britain and Europe. By P Hayman and P Burton.**
Mitchell Beazley £12.95. 0 85533 607 2.
**The New Where to Watch Birds. By J Gooders.**
Andre Deutsch £7.95. 0 233 97731 7.



"You can make a survey of the dawn chorus from your own bedroom . . ." The RSPB Puzzle and Project Book, edited by Sylvia Sullivan, contains a variety of brainteasers and well-illustrated practical activities designed to sharpen identification skills (Christopher Helm £3.95).

Matching the bird-watching boom is an ever-growing shelf of appropriate books. The Royal Society for the Protection of Birds naturally is prominent. A log-book offers guidance on good sites for bird-watchers. Reserves and observatories are obviously among them, but there is a sage suggestion that one's immediate, familiar locality can also be a satisfying area for exploration.

There is useful advice about equipment, interpretation of weather conditions, and possible ways (there is no best way) of recording Observations and Experiences. Many pages are set out to allow the insertion of personal field notes, with adequate space for sketches of descriptive writing.

This essential vade-mecum also includes a bibliography, one of the titles being the *Hamlyn guide to Birds of Britain and Europe* by Bruun and singer. In fact a new, up-to-date and much revised, edition is available. Pocket-sized, it carries accurate coloured illustrations of over 500 birds, with maps, line-drawings, and detailed descriptions of habitat, plumage, song and behaviour of all the species.

The well-established "recognition and field guide" by Hayman and Burton has also appeared in a substantially enlarged version. The colour plates offer the highest degree of accuracy; coupled with the accounts of flight pattern and bird characteristics generally, they are an outstanding aid to identification. This large, handsome book is a real bargain.

John Gooders is another outstanding writer in this field. In his latest book he distils the wisdom of many years' experience. He also warns of dangers arising from the new popularity of bird-watching. Too many people can damage the environment and scare the birds; too precise pointers to location (especially those housing rarities) can attract the unscrupulous, who may take eggs or chicks.

But watchers can still find in these pages everything they need to know about sites and access to them, trails, hides, and the prospects of successful viewing at various seasons. There is sound geographical detail (Sheppey is a true island, the so-called Isle of Grain is not) and the whole is abundantly salted with astute tips. Thus, in the New Forest, observe parking regulations. "Please abide by the rules even though it means parking next to grockles". Again, if other birders are equipped "with binoculars and dogs, you are in the wrong place".

All Britain is included; something like one thousand entries in the index lead to estuaries, marshes, saltings, nature reserves, fens, moorlands, reservoirs, woodlands – the variety is as great as that of the birds themselves. The maps are first-class too.

**F W Kellaway**

# Seedlings

**A Garden for Children. By Felicity Bryan.**
Michael Joseph £10.95. 0 7181 2580 0

To many people, children and gardens would seem to be mutually exclusive, but I have noticed that where parents genuinely love growing plants, the children grow up with similar respect. Felicity Bryan seems to understand children and gardens. Very nicely presented with pretty vignettes, and black and white drawings, the book offers a gentle and positive introduction to gardening. There are useful hints on how to go about starting a garden, with a range of tempting plans which incorporate all kinds of nice features from which to get ideas.

It is refreshing to see items such as swings, climbing frames and hammocks treated as integral to the landscape not as barely tolerated eyesores. Perhaps the novelty of theme gardens (Alice/Wind in the Willows) might pall, or better, outgrow the conception, but I think the ideas for a wild-life garden and for various kinds of secret garden will have lasting appeal to both children and adults. The case histories of several child-gardeners made a good feature – some of them are seasoned horticulturalists at nine years old!

**FG**

# Identification parade

**Field Guide to Insects. By Michael Chinery.**
Collins. £6.95.
**Guide to Coast and Shore. By Brian Barnes.** 0 946284 86 5.
**Guide to Wildlife in Towns. By Ron Freethy.** 0 946284 46 6.
British Naturalists' Association Guides, published by Crowood £7.95 each.
**Animals and Plants of Rocky Shores. By M Quigley and R Crump.** 0 631 90041 1.**Herbaceous Flowering Aquatic Plants. By M Quigley.** 0 631 90042 X.
Blackwell Habitat Field Guides. £1.95 each.
**Hawk-moths of the British Isles. By Michael Easterbrook.** 0 85263 743 8.
**Bee Orchids. By Stephen Blackmore.** 0 85263 745 4. **Fungi. By Pamela Forey.** 0 85263 746 2. **Parasitic Worms. By Jim Flegg.** 0 85263 761 6. **Buttercups. By Stephen Blackmore.** 0 85263 763 2. **The Storling. By C J Feare.** 0 85263 764 0. **Willows of the British Isles. By Teresa Brendell.** 0 85263 765 9. **The Puffin. By Jim Flegg.** 0 85263 744 6. **Shire Natural History Series Edited by Jim Flegg and Chris Humphries.**
Shire £1.25 each
**The Country Life Guide to Dragonflies and Damselflies of Britain and Northern Europe. By Bob Gibbons.**
Hamlyn £12.95 0 600 333 787. £7.95 0 600 358 410.

At last, there is a insect identification guide for the amateur naturalist which is reasonably comprehensive, well illustrated, and easy to use with well-organized keys. I suspect that many of us will explore the insect world with renewed vigour and interest with the aid of Michael Chinery's *Insect* guide, a much needed book. Another welcome addition is the *Guide to Dragonflies and Damselflies* by Bob Gibbons the first to provide a practical and informative identification guide to these dramatic insect groups at a price to suit the amateur's pocket.

In a market overloaded with field-guides, those produced by the British Naturalists's Association provide a model of excellence. The latest two *Coast and Shore* and *Wildlife in Towns* maintain the high standard. They are both highly informative and easy to read, and very well illustrated. As we have come to expect, they contain a good deal of background information making them something more than basic identification guides – which however good can be something of a dead end. It is a little difficult to place the new Shire Natural History Series. These low-priced little books contain, by design, fairly high-powered information, each applying itself to a specialized subject. The text is illustrated with colour photographs, drawings and diagrams. I must confess to finding the mixture a little indigestable at times, but this is a series to watch out for. Here again, we find a publisher and who has provided at a very reasonable price, books which repay serious attention. I particularly enjoyed *Parasitic Worms*.

The two Blackwell Field Guides consist of clearly laid out illustrated keys to the wildlife found in particular habitats. From a rather sceptical starting point, I was won over to a certain admiration for these somewhat unusual books. Of course there will be plants growing *where they didn't ought*, and which these keys don't reach. Plants are like that. For all their small size, though, the books cover a very good selection of plants and animals and will make a useful aid for teachers of field studies and lay-naturalists.

**Francesca Greenoak**

# New ideas

**The Wisdom of Science. By Hanbury Brown.**
Cambridge £20. 0 521 30726 0.

Professor Brown sums up his argument in his sub-title: "its relevance to Culture and Religion." He is concerned that we should appreciate the new ideas and perspectives among which science is currently placed, and the inter-relationships of science and modern society.

Against a background of a changing world and an ever-developing corpus of knowledge, he encapsulates the history of scientific discovery, the functioning of research, and the need for a fresh reconciliation between science and religion.

The author's sincerity is evident throughout, and his argument is reasoned and effective. He believes that our concept of progress should be enlarged to "embrace the pursuit of wisdom". He suggests that we must accept the uncertainties and paradoxes of modern physics, although the future can bring further revelations.

A sensible bibliography adds to the merits of this book. If the price of the whole appears to be high, it should be noted that a paperback version is available at £6.95.

**FWK**

# All the better to eat you with

## CHILDREN'S LITERATURE

Food, among the great interests of human existence, is perhaps the least represented in adult literature. Happily for children (whose interest in it is even greater than their parents') comestibles play a central role in many children's stories. From A was an apple pie to the Gingerbread Man on through Little Red Riding Hood and Ratty and Mole's cosy noshings by the fire, orality dominates. Its chosen protagonists are often pig, bear and wolf, as respectively gluttony, comfort or voracity are emphasized.

Futsy bears are chosen by Harriet Ziefert and Arnold Lobel in their Guessing Game Stories for Viking Kestrel. **Bear All Year, Bear Gets Dressed, Bear Goes Shopping** and **Bear's Busy Morning** (£3.95 each) show everyday activities often including munching, crunching, slurping and slumping replete. Children, possibly in small groups, are asked to choose the most likely of four options from the fold-out opposite the main picture. Unfortunately the choices are as dull as their ursine exponent. Likewise the bear in **I'm Hungry!** by Ron and Atie van der Meer (Methuen £2.95) and his furry companions, who are cut-outs atop about a circle of goodies till the child decides what the animal likes to eat. Alas, no good children guessing things they know already, there's no fun or learning to be had. In contrast, Renate Kozikowski's delightful *Titus Bear* in four board books for Lutterworth (£1.95 each), **Titus Bear's Spring, Summer, Autumn and Winter,** is surrounded by intriguing little details in camping shop or cucumber frame to stimulate response from babies to infant-school children.

The questions which arise from fiction are more valuable than those which an adult shoves down a child's mouth. **Would You Be Scared?** asks John Oakley (Andre Deutsch £4.95) if a giant was going to eat you? Picture of a child impaled on a fork along with vegetables on a plate. Or more tendentiously, if someone big was going to hit you? Picture of big black arm threatening small black boy by dustbins. Horrific and to be avoided. No less right-enviously-intentioned and scarcely less gruesome is **Piggybook** (£5.95 Julia MacRae Books) in which Anthony Browne metamorphosizes male-chauvinist-pig hubby and kids into their porcine equals. With relief one turns to a simple adventure story like **Pig on the Run** by Mim Lobe, frisklily illustrated by Winifield Oppenoorth Oxford University Press (£5.95); or even the poignant sentimentality of Russell Hoban's **The Marzipan Pig** (Cape £4.95). While Mr Hobbit makes Hans Anderson look like Jonathan Swift, at least he is not trying to rub the reader's nose in his dinner.

When it comes to questions and dinner, **Where's Julius?** asks John Burningham (Cape £5.95). The answers, given with Mr Burningham's usual blend of fantasy and good humour, make a racy picture book



Mr Percy's Magic Greenhouse

very suitable for group story times. Sanity at last. And even more entrancing is **Mr Percy's Magic Greenhouse** by Anthea Kempe and Penny Metcalf (Collance £5.95) in which the authors, on the pretext of a pot of jam, whisk us into a magic jungle and out again for tea. Veering back to the moralistic but avoiding the heavy tone of the writers mentioned above, Rose Impey and Sue Porter have started a new series for William Heinemann, **The Baddies. The Demon Kevin, Tough Teddy** and **The Baked Bean Queen** (all £2.95) eye the contrariness of pre-school children with a more or less affectionate eye. The Baked Bean Queen has the most character and could almost be a heroine from a fable.

Fables used to be the means of introducing children to morality. The Little Red Hen tells the same story as **Piggybook** but with less animus. **The Clever Apple Pie** by Francis Mosley (Andre Deutsch £5.50) is but the Gingerbread Man re-writ, with unnecessary extra verbiage but fine line and wash drawings. **Wolf's Favour** by Fulvio Testa (Anderson Press £5.95) is a sly variant on the fable form with a moosey Wolf as hungry anti-hero. The **Paper Crane** (£5.95 Julia MacRae) is Molly Bang's Oriental-ly-derived tale of kindness rewarded in the odd setting of a roadside dinner and **Cock-a-Doodle-Doo** by Franz Brandenburg and Aliki (Bodley Head £5.50) is the standard farmyard breakfast saga, interdependence of nature and so on.

There is a science as well as an art of food. Julia Ecclesharе in **Fruit Salad** and **Mixed Vegetables** (Hamish Hamilton £4.95 each) describes, with the aid of Martin Ursell's drawings, fruit and vegetables. The are described as plant products and as foodstuffs, presumably aimed at junior school readers. For babies, Jan Pienkowski's **Food** (Heinemann £3.95) is similarly factual, though monosyllabic. Far more successful than either of these is Katherine Orr's **Leroy the Lobster** (Macmillan £4.95) which although more guiding and wtimsical in tenor is crammed with interesting detail about a lobster's life and habitat. Food, after all, may be one of our greatest interests but there is a world of difference between cooking a meal and just slapping any old foodstuff on a plate.

**Victoria Neumark**

# Look out

**Nature Hide and Seek, Oceans. By John Norris Wood and Mark Morrison.**
Methuen Childrens Books £4.95 0 416 51410 3

A love of natural history stimulated in the young mind usually persists throughout one's lifetime and can be very rewarding. By means of some fold out flaps, this book teaches one important thing to the young naturalist: look carefully underneath the weeds and stones.

Generally good pictures and descriptive text give details of what can be found. But a bit more information could have made the book valuable as an introduction to natural history rather than a game to be played at home; a couple of paragraphs dealing with the sea-shore as an open air laboratory would have been welcome as would a short note on further reading. Interested parents would be glad of advice on how to go on to more detailed information. However, this is a good step in the right direction.

**R C Vernon**

**Further science reviews on pages 17-24**



ARTS

# The weakness of whimsy

**A Penny for a Song. By John Whiting.**
**RSC Barbican Theatre.**
**An Italian Straw Hat. From the original by Eugene Labiche.**
**Shaftesbury Theatre of Comedy.**
**Flash Trash. By Barbara Gloudon/ Felix Cross.**
**Half Moon Theatre.**

"Our destination is unimportant", says a character in *A Penny for a Song*, "we take the journey to discover why we are travelling". A similar open-endedness characterizes the play itself. A collection of English eccentrics pursue their obsessions in the face of Napoleon's expected imminent invasion. Chief among them, Sir Timothy Bellboys (Brian Cox) intends, with the aid of theatrical costume and a French phrasebook, to confuse the invaders by impersonating their Emperor – appearing in their midst to order them back to France. The "French" prove to be local militiamen whose commander, on sighting Boney, lights warning beacons across country which Lamprett Bellboys (Ian McNeice), his arch-rival for command of the defence force, douses in his capacity as Chief of the Fire Brigade. Thus a farce is played out in a fine muddle of mistaken identities and intentions. What happens is airy nonsense; what is said gives us pause for thought.

For wandering through the play's watercolour landscape is a blind soldier intent on petitioning mad King George to end the war. He is led by a boy en route to Bethlehem to help the Christ child, and loved by Sir Timothy's daughter with a first-love passion. So Whiting creates voices for his love of pacifism, innocence, idealism, love. There is also Londoner Hallam Mathews (Stephen Moore) asking practical questions, uttering pertinent remarks from the sidelines as a corrective. Perhaps his evenhandedness, and the unessy mixture of the scatty and the serious, has prevented *A Penny for a Song* from being successful in two previous productions. This revival, using the original text, is beautifully designed (Bob Crowley/ Alexander Reid), impeccably directed (Howard Davies) and very well acted.

There are many laughs, delightfuly dotty situations, memorable lines: yet the play doesn't seem to work. Its delicate gentility lacks general appeal: too whimsical for some tastes, too serious for others. Despite the timelinness of its remarks about the Channel Tunnel-Bridge, and its appeal to a gentler British spirit than that now prevailing, *A Penny for a Song* is not the stuff of which theatrical success is made. A butterfly on the wing is not the same pinned down for display.

Labiche's gently barbed 1851 farce, *An Italian Straw Hat*, appears decidedly different as "written and directed by Ray Cooney" in 1986. The misadventures of a young bridegoom searching for a replacement straw hat to save a lady's honour are played out at soporific pace by clockwork actors whose springs seem to have run down. Gallic lightness is crushed by the heavy-handed standbys of English farce: dropped trousers, battleaxe mother-in-law, the direst puns ("I charge you with waylaying my wife"/"I never weighed her and I most certainly never layed her"). Rewriting old plays to make them work again for modern audiences is not dishonourable, vide Brecht and Stoppard. The aim is resurrection to new life not exhumation to insult the corpse. But that is, alas, what Cooney has done. Only Saul Radomsky's beautiful settings capture the spirit of a bygone Paris.

The spirit of Jamaica bubbles through *Flash Trash*, a reggae pantomime. Barbara Gloudon's book opposes bad King Nuff and his horrid daughter Polyester against the good people of "de Trash", a shanty town adjoining his palace. How Polyester gets a husband, Dirty Dunny the Monster is killed and true hearts are united is the two-hour traffic of the stage, full of genial fun and noisy energy. Brian Bovell's Princess Polyester is a riot; Vicky Licorish shines brightly throughout and Claire Benedict (Mama Queenie) scores with the show's best song "One Hand Can't Clap" – Felext Cross's music in gospel beat.

**John James**

Radio

# Asian farewell

Of the various programmes that have died a death this year's end, one of the sadder casualties is Apna Fl Ghar Samajhiye ("Make Yourself at Home"). For over 20 years, this half-hour magazine for Asian listeners has been broadcast on Radio 4 early on Sunday mornings. It has now been ditched by the network to make room for a farming programme displaced by the new Saturday edition of *Today* which starts tomorrow.

On last Sunday's Asian programme, the presenters (Ashok Rampal and Krishan Gould) sounded predictably sad but were impeccably polite as they spoke briefly in English to listeners "from the host community". While it and other multicultural programmes will survive on some local stations, it is a pity that not even half an hour can be spared on a national network for such a programme – not merely to indicate its importance but to cater for Asian listeners living in areas where the local station does not deem it worthwhile making (or even re-broadcasting) such a programme.

Despite its impossibly awkward timing, it has had a loyal audience, perhaps because it has made feature of playing the most popular Hindi and Urdu film music. The fact that its presenters have avoided trampling over the introductory bars of the songs may be because they are naturally polite or due to audience pressure. Should anyone be taping the music, he or she wouldn't want it marred by a DJ's gossip.

Over the festive season, it has been the drama department that has made much of the running. Murders, ghosts and well-worked classics have dominated but Peter Fan ("You can't see the wires on the wireless") was a bold and disturbingly realistic production: I suspect it would have excited its author.

The Light Entertainment department gave us two agreeably acid editions of The News Quiz but otherwise relied a lot on repeats (many worth re-hearing) and also unearthed five Goon Shows made for overseas transmission and not previously broadcast domestically. Most were disappointing. The first, *Operation Christmas Duff*, sounded like a poor imitation of a war-time *ITMA* despite Eccles's superb as Marchbanks, comical in his arm-flailing floppiness, and able to chill with his X-ray vision of the weaknesses of others. David Rintoul's Morell is faultlessly the type of the self-regarding idol with feet of clay: a most vigorous and engaging performance. Nicholas Amer as Candida's father is excellent, simultaneously odious and lovable, and Penny Morrell's secretary (Karen McMullen), and Lexy, his curate (Simon Shaw) are admirably efficient. Peter Hartwell's set contributes richly to the atmosphere.

It is much to be hoped that this remarkably fine production will transfer from the North to the West End, the kind of integrity it represents is all too rare these days.

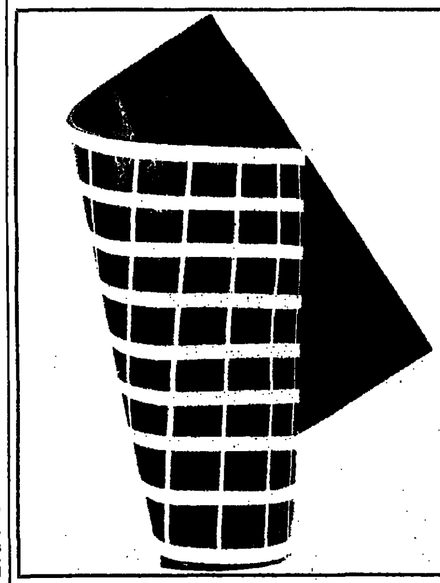
**Adolf Wood**

"I'm afraid I've no money on me."

The archives were also raided on Christmas morning to allow the present-day Archers to reminisce (and to introduce elderly recordings) of such events as the death of Grace, Tom Forrest shooting Bob Larkin and Jennifer illegitimate baby: soap as communal family history. The timewarp was extended in **Pick of the Year** when Margaret Howard brought us an excerpt from *The Archers* of 2050. By then the Grundys will be still outshone by the affluent Archer clan. While they farm merely to entertain tourists (and are paid by the National Trust), the Archers will have a permit to produce real food.

Margaret Howard also starred as the Snow Queen in Radio 4's Christmas panto: **The World at Once Upon a Time.** Tragically it missed most of the possible tricks and seemed uncertain as to whether it was a stage or radio panto (a studio audience laughed intermittently). Nevertheless, it had Gordon Clough as narrator and was almost saved by announcer and presenter Susan ("With you through the day") Rae. Becoming increasingly sour about a world built out of gingerbread, she finally met up with Rabbi Lionel Blue in the BBC canteen. He sailed dangerously close to reality as he half composed a *Thought for the Day*. Meanwhile the head of radio comedy sat crying in the archives. Surely shome Freudian mishtake?

**David Self**



# In praise of pots

**The New Ceramics: Trends + Traditions. By Peter Dormer.**
Thames and Hudson £20.00. 0 500 23468 X.

Peter Dormer's book is a curious endeavour. Its appearance is that of an archetypal coffee-table book: copious illustrations, sparse text, top price but the text is riddled with contradictions.

The Introduction by Alison Britton, a successful British potter and writer, is a committed view of ceramics: "Pots succeed because they move the spirit, like art, or because they exactly fill a requirement, like design. That one discipline can straddle both areas with dual emphasis is distinctive." An interesting, well written chapter, it is also laced with controversy: she compares developments in contemporary ceramics with post Renaissance Mannerism.

Then we come to Mr Dormer's text. Only rarely does he convey any sense of enthusiasm for his subject or an understanding of the emotive power of the vessel, indeed one begins to suspect that he probably doesn't like pots at all. The chapter on neurological findings is illustrative of his approach: "The right hemisphere of the brain deals with spatial relationships and image recognition and handles intuition. So when a plate is thrown . . ."

Mr Dormer writes: "There is something ridiculous in the notion of a new school of criticism developing for the purpose of decoding the inner messages of pots, although we are getting accustomed to just that phenomenon in architecture. Pots are essentially for people to enjoy and comprehend – how far do they want their familiar forms to become ironic or polemical?" He seems unable to embrace the proposition that ceramics is indeed "first and foremost a popular art form", and that it has other manifestations too.

His own preference is for pots where the element of design is paramount. Hence his liking for the Italian Memphis school and hence, perhaps, his scant reference to British artist potters. This is a disappointing book: New Ceramics still awaits a worthy exposition.

**Carolyn O'Grady**

*Above, Mieke Bliss: "Folding Vase"*

Television

# Strange people

"Teachers are strange people": *strange* and *cruel* were the key words in Rhydderch Jones' play **Swallows** (BBC2, December 27). There was nothing particularly abstruse in either the themes or the message of this story about a group of London children evacuated to a Welsh village in wartime. Distant battles were reflected in the games of the children, who banded against the newcomers, a stuck pig symbolized violence and suffering, there was a telegram from the War Office and young Dafydd (Rolant Elis Tomos innocently, and apparently effortlessly, stealing the screen) stood up for humanity against the warring factions in a strange and cruel world. "He's got a heart like putty," his mother said and, in the end, it was about learning through the heart, rather than the head.

A simple story, told unpretentiously and with hardly a false note. The Welsh dialogue probably met with the usual reaction of mixed irritation and amusement among the *Sueson*, who will happily read the subtitles to Italian opera or French films, but consider that any inhabitants of these islands who speak in weird tongues do so merely to annoy. With a little luck, the BBC and Channel 4 will ignore this reaction and continue to show the best from the Welsh Fourth Channel to the rest of the country, in the hope that their hearts, too, may be educated.

Way back in August, *Diverse Reports* (Channel 4, August 6) commented on the counter-productive effect of news reporting about "crack" in publicizing this lethal new drug. **The Human Factor** (ITV, December 28) illustrated the problem. Its report from New York emphasized the rapidity with which abuse of the drug has spread through the city, the advantages for the user over heroin and cocaine and the "high" that it induces, so immediately and dramatically effective that addicts will stop at nothing to get hold of further supplies. It is not easy to state this in the form of a clear warning, as opposed to a covert advertisment, and the programme managed to do so firstly by making its report explicitly the story of a battle between good and evil, and secodly by focusing on Mother Clara Hale who, at the age of 82, is still devoting her life to caring for the children of addicts. Mother Hale's is a story of extraordinary devotion and an irresistible advertisment for good.

On the whole, the year may not have produced a great deal of television that you would want to preserve on video for repeated reviewing, but it has usually seen good documentary reporting on current affairs. Particularly striking, too, has been the attention paid to educational matters: teachers may be strange people, but they are certainly not ignored by television, even though the debate seldom goes beyond the level of facile comparisons with other European educational systems and a good deal of vague talk about "relevance". If the pundits are right and we have a general election in the next six months, education seems certain, for once, to be a major issue.

**Robin Buss**

# Poet and parson

The revival of Shaw's **Candida** at the King's Head Theatre Club in Islington (until tomorrow) is as near theatrical perfection as anyone could wish for. The triumph is Frank Hauser's: his production, meticulous yet full-blooded, breathes life, energy and charm into a work that had come to seem, on the page at least, dated and unconvincing.

According to the entry on *Candida* in the *Oxford Companion to English Literature* (Harvey edition), the play "deals with the conflict between 'a higher, but vaguer timider vision . . . an incoherent mischievous even ridiculous unpracticalness', represented by the poet Eugene Marchbanks, and 'the clear bold sure sensible benevolent salutarily short-sighted Christian Socialist ideal', represented by the Hackney parson Morell" (the quoted words are Shaw's, from his preface to *Plays, Pleasant and Unpleasant*, though the entry doesn't say so). Bloodless stuff, this, on the face of it: the poetically vague grappling with the morally myopic. What the *Oxford Companion* omits to mention is that the conflict between poet and parson is a dual one; they are of course fighting over the eponymous heroine, and Marchbanks's challenge to Morell is as much to his place in his wife's affections as to his Christian Socialism. Mr Hauser's direction beautifully balances these two aspects of the conflict.

What makes this *Candida* definitive is that it is so scrupulously attentive to every detail and nuance of the text (including the elaborate stage-directions); and it is definitive also because of the lucid intensity and verve of the acting, which is carried forward at a great pace. Maureen O'Brien's firmly ungenteel portrayal of Candida brims with intelligence and humour, as well as a subtle and winning eroticism. Rupert Graves is superb as Marchbanks, comical in his arm-flailing floppiness, and able to chill with his X-ray vision of the weaknesses of others. David Rintoul's Morell is faultlessly the type of the self-regarding idol with feet of clay: a most vigorous and engaging performance. Nicholas Amer as Candida's father is excellent, simultaneously odious and lovable, and Penny, Morrell's secretary (Karen McMullen), and Lexy, his curate (Simon Shaw) are admirably efficient. Peter Hartwell's set contributes richly to the atmosphere.

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**Adolf Wood**

ARTS

# Come away, death

**Macbeth.**
**Akeley Wood School.**
**Twelfth Night.**
**Harlington Upper School.**
**Twenty First Century Scrooge.**
**Lyndhurst Middle School.**

A strong script augurs well for a school production. It is a challenge and a mainstay. Provided the resources are adequate and the direction imaginative, the play will carry the inexperience of the actors and usually raise their performances. Not many will aspire to Ben Jonson's epitaph on Salomon Pavy – "Years he numbered scarce thirteen . . . And did act (what now we moan) Old men so duly, As sooth the Parcae thought him one, He played so truly" – but most will bring a freshness and lack of affectation to the text which is its own reward.

Akeley Wood School's *Macbeth* justified its ambitious choice. Paul Oliver's direct and unpretentious production gave the young actors (some older than fifth form) every opportunity to let the play speak for itself. The uncongenial space of a dining hall was intelligently divided by a central stage used as a traverse with two rows of audience on one side and a high, perhaps excessively high, black rostrum on the other. Two thrones and occasional furniture (including a cauldron belching dry ice), expertly shifted by the stage crew, were the only concession to scenery. The visual impact relied on well executed costume and effective properties. Shakespeare's tragedies require a star actor and, lacking a Salomon Pavy, make excessive demands on any child actor. The emotional range is too great for an adolescent to grasp but the words compensate for any shortcomings in interpretation. The actors in *Macbeth* made sure they counted and carried the action forward with commendable pace.

Harlington Upper School's *Twelfth Night* was unusual in that it combined the talents of staff and students. The romantic core of the play was entrusted to the younger actors, the comic embellishment to the older. Both managed well and integrated admirably. There was one exception: Feste was played with considerable comic skill by a student and it made one wonder why Maria had not been cast from the same ranks, but the actress playing the role was so exceptionally good that any regrets were soon stifled. Nigel Williams' production was lavishly and imaginatively professional. Set in the Twenties, the action and costume, music and properties were consistently of the period. Viola's melancholy was movingly heightened by the determination of the other characters to enjoy themselves at any cost. Olivia had to fight hard – indeed too hard – to contain the comic exuberance of her household.

As with *Macbeth*, there were judicious cuts in the text (a necessary evil): Feste not only "moonlighted" in Orsino's court but cunningly doubled for Valentine and Curio; the puzzling and unnecessary Fabian vanished with Sebastian's Antonio. There were also dazzling additions of song and dance and mime; and some losses: the unredeemed hatred of Feste and Malvolio, the quality of lament in Feste's songs – "Tea for Two" can never be a substitute for "Come away, death". The whole performance unquestionably worked with its audience, whether it illuminated the text remains a nagging doubt.

Lyndhurst Middle School's *Twenty First Century Scrooge* suffered from a feeble text, Dickens' *Christmas Carol* was submerged under the more popular offerings of television. The story was almost obliterated by the commercial extravaganza – perhaps a lesson for our times. Nevertheless, the enthusiasm of the producer and actors kept "the show on the road". It had the great merit of involving practically everyone in the school and created considerable warmth between performers and spectators. In such a friendly, familiar atmosphere an objective critic is out of place.

**Robin Rook**



Akeley Wood School's 'Macbeth'

# Magic circles, treasure isles

**Ann FitzGerald on the seasonal shows in the West Midlands**

The children's classics have been heavily raided to furnish Christmas productions this year and while budgets differ widely some of the least well endowed companies prove that, like Bob Cratchit's family Christmas, a little ingenuity and imagination can create a truly magical experience for children of all ages.

In **Jadugaar and the Magic Circle**, Keeping Mum Theatre Company, which specializes in bilingual productions for infant and junior schools, has used vividly coloured, silky fabrics, bold eye-catching masks and magicians tricks to tell the story which is at the centre of the Diwali festival of Light, linking it to the importance of lights and candles in the Christmas festival. The narrative line is rather tortuous for young children to follow but the production is so visually exciting that it catches their rapt attention.

Visually dramatic too, is Theatre Foundry's production of **Beauty and the Beast**, for which the company have built their own theatre within the hall of Collingwood Community School at Great Barr, Birmingham. Tones of grey, white and black in the costumes are echoed in lightly striped drapes with which designer Bill Michell has hung the stage, giving an air of cool elegance to the 18th-century merchant's house, and later the Beast's palace. With skilful lighting those same drapes translate easily into the crowded tree trunks of the mysterious forest. The Cinderella-like sweetness of Beauty's nature is stiffened by a vein of resolute courage in David Holman's script which, concerned to put over rather too many ideas, does flesh out the emotional life of the characters, offering the cast some strong acting roles to grasp.

Projection of character is at the heart of Pandora's Box Theatre Company's production of **The Jungle Book**. With only a few basic props and costumes, and ordinary room lighting in Frankley Community School's hall, in Worcestershire, four actors attempt to conjure up Kipling's animal characters. The personalities – the rollicking, quarrelsome monkies, the schoolmasterly Baloo, the vengeful Shere Khan – come over quite well but the company's ideas would be greatly helped by some work with a good mime artist so that the lumbering walk of a bear, the prowling grace of a panther, for instance, could be added to their mere human characterists. Dave Calcutt's adaptation of the book is an interesting one, focusing on the linking theme of the suspicious fear which runs between all creatures, man or animal, of different backgrounds, but it needs much stronger performances to make the best of it.

Projecting character through animals is a striking feature of Cannon Hill Puppet Theatre Company's production of **Treasure Island**, for which designer John Blundall has carved large, wooden puppets (about the height of a three-year-old child), with doggy heads and faces: Long John Silver has the heavy jowls of a bull dog, Squire Trelawney the long, arrogant snout of a poodle, Blind Pew has a predatory, wolverine face and Billy Bones is a grizzley old schnauzer.

It works surprisingly well in conveying character, further emphasized by the distinctive voices given to each by the puppeteers, who, fully visible, skilfully manipulate rods and strings to achieve a wide range of movement for their characters.

Peter Hurst has adapted the classic story for this hour and a half's stage version, linking the most memorable scenes swiftly together with a human narrator (Ruth Hellier) in the person of Jim Hawkins, and giving younger children a simple and exciting introduction to Stevenson's timeless novel.

*All these shows will be available for booking in early January. For details telephone: Theatre Foundry, (021) 526 6947; Keeping Mum Theatre Company, (021) 440 0430; Pandora's Box Theatre Group, Walsall 613526; Cannon Hill Puppet Theatre Company, (021) 440 4221.*

# Project!

**A Little Hotel on the Side. Translated by John Mortimer from *L'Hotel du Libre-Exchange* by Georges Feydeau and Maurice Desvallieres.**
**Varley Hall, Peter Symonds College, Winchester.**

Farce is difficult to play, even for mature and experienced actors, so this was an ambitious project for 17-year-olds. Producer David Lea maximized his chances of success by turning Varley Hall round, with the audience on staging, backing into the proscenium arch, and the action taking place in the body of the hall. This halved the potential audience to 120, but enabled a great deal of movement around an ingeniously designed set. Indeed, it was the movement, well thought out and nicely executed, which kept the pace necessary for successful farce.

Inevitably, inexperience showed in some of the minor characters, with a tendency to shout rather than project. Even Gareth Bloomfield (Pinglet) swallowed some of his early words, but as his nervousness evaporated he took control of the action and the audience, and gave an impressive performance. But the undoubted star was the stunning Juliet Howland, superb as Marcelle. The exchanges between her and Pinglet were so good that there was a certain flatness when neither was present, although mention should be made of an excellent performance by Katy Hart (Mme Basilen).

The "Clochemerle"-style music, arranged for two accordians, clarinet and fiddle by Andy Stables, contributed greatly to the enjoyment, of which there was much.

**Brian Espiner**

# Literary competition

**Literary Competition No 82. Report by Charybdis.**

Readers were invited to show Scrooge debunking Dickens in a story called "Christmas Humbug" or to allow other famous characters similarly to turn the tables on their creators.

Some otherwise rewarding entries went off the rails by simply showing well-known figures behaving in highly uncharacteristic fashion; but this was not quite what was asked for.

For once there was a clear winner: £16.00 to John Collins for his rehabilitation of a great man too long traduced. £10.00 to D A Prince for his Widmerpool clearly not succumbing to the Christmas spirit; and Peter Scott's reporting on the sad plight of Poe. Finally, £7.00 each to Dickensians George Moor and Phil Carradice.

**Dr Moriarty's Casebook**

Feb 9 . . . Third session with CD. Lies on couch. Claims mother neglected him in favour of brother Mycroft (no traces of this fictitious sibling in his records). Possible retrophrenological trauma?

Grows more animated. Complains of tinnitus in right ear like the scraping of a violin. His eyes flash. "I see you have recently returned from a spell in the Orient" he asserts imperiously. "How in God's name did you know that?" I reply. "The third finger of your left hand still bears traces of a characteristic lacquer found only on Cantonese Mah-Jong sets. Have you read my little monograph on the subject?" Clinically insane of course: I have never been further east than Herne Bay.

I repeat that his cocaine is to be cut again. He lunges for me, we struggle. He slips and my precious copy of "Viennese Psychotherapy and its Practitioners" by Nuffbaum and Reichenbach falls on his addled skull.

Nurse revives him by pouring water over his head. Snug in a straitjacket, he pleads for writing materials. He is carried out raving. "My death will make you immortal" he shrieks. Somewhat spooky . . .

**John Collins**

**Baubles do Furnish the Christmas Tree**

I arrived late at Powell's party. Three reports had come into the office and although it was Christmas Eve, I would not let frivolity interrupt the serious business of work. A man's work comes before dressing-up and party-going. I did not change, proposing to return to my desk at home, after one drink, but Powell misinterpreted my intentions.

"Ah, Widmerpool", he said, "Let me take your coat". I have noted before his curious concern for my outerwear. "Now, whom do you know?"

This was a foolish question. He had, as usual, filled the room with old school acquaintances, most of whom had come to no good. A man cannot better himself in such company. Powell himself had no position; I believe he writes what pass for novels these days – rambling affairs that reach no proper conclusion. I would not employ him at my office unless he could write more succinctly.

**D'A Prince**

**The Raving**

Once upon a dawning dreary, mists of swirling edges bleary
Edgar's hands crept from the bedclothes seeking out a solid floor
My fiery eyes upon him glazed and saw his face was dark and dazed.
Haggard, weary, grim and crazed he uttered to the chamber door.
Uttered sadly, nearly madly, uttered to the chamber door.
Quoth sad Edgar, "Never More!"

Seeing too his cries he doubled as I sat and watched untroubled.
Then unanswered, an appalling voice to velvet blackness swore,
Dark and glassy empty vessels lay discarded on the floor –
I know he'd say "no never more!"

**Peter Scott**

**Wackford Squeers' Christmas School**

"Alas!" said the father, raising a grief stricken face. "I was beguiled by the prospectus with its cheerful borders of holly, robins and bells. But the boys were fed Christmas Puddings for every meal every day of the year, till they looked like Christmas Puddings themselves. Grossly overweight they soon rolled over and died. Oh it was wicked sir! Boys need regular exercise, self discipline, and a sensible, moderate diet."

"But did none survive?" asked the inspector.

"Two reached the age of 18, but they had never learned anything but carols. They killed a partridge in a pear tree, Transported to Tasmania, sir! Society should have blamed not them but headmaster Dickens who stuffed their little insides and heads with nothing but Christmas Puddings. Their little hearts could take no more".

"He will cause no more mischief" said the Inspector. "There has been such a public outcry to close down his Christmas school that Headmaster Dickens hung himself in his stocking on his bed rail."

**George Moor**

**A Christmas Humbug by Ebenezer Scrooge**

"Merry Christmas Bob" beamed Dickens "you will be taking all day tomorrow of course". Bob Cratchit started at his master in disbelief.

"All day? Oh no Sir, it's double time on Christmas Day."

"That's hardly convenient Bob" frowned Dickens, "nobody works on Christmas Day. It's a time of happiness and love, a time when people open up their hearts."

"Christmas!"

Bob Cratchit hurled himself out of his chair, viciously kicking at the heap of glowing coals his master had so recently built up. What a waste, he thought. Why, he could sell those for at least two shillings, if only this damn fool philanthropist of his wouldn't insist on setting light to them every day.

"Christmas" the clerk repeated. "Humbug! What's Christmas but a time for picking a poor man's pocket! Over-commercialised nonsense. Christmas cards and snow! Plum pudding! Stage coaches! I don't know where it will end."

**Phil Carradice**

**Competition No 83. Set by Scylla.**

Certain things in 1987 we can predict with assurance. Others even Old Moore's Almanac might boggle at. We should like you, in a post-New Year's light-hearted mood, to compose sets of surprising headlines one for each month from February to December, indicating what the newspapers might have in store for us this year. No more than 12 words for each month please. Closing date January 21.

RESOURCES

# Sh!

**First Steps in Letterland**
**Teachers' guide and charts £12.95; tape and songbook £6.85 + VAT**
**Letterland Ltd, Barton, Cambridge CB3 7AY.**

Lyn Wendon's pictogram system was first introduced in the early 1970s. It was originally developed to teach reading and spelling to children with specific reading disabilities. Such children were found to have extreme difficulties with phonic work. This method of giving every alphabet letter a shape-sound link facilitated an easier phonic development of reading and writing skills and was a successful approach. Later the system was used with all children, especially beginner readers and it was stressed that pictograms could be introduced alongside the school's own reading scheme.

Letterland has updated the system in this pack. It introduces colour and many activities and materials, including tapes and songs, in order to help pupils understand the implicated phonic element in words. Imagination and fantasy help children to "observe letter behaviour in words". This is far removed from former methods of phonic instruction with their rules and rote learning.

The scheme claims to be "a systematic and structured course of learning" with an emphasis on all forms of language. Pupils are also given phonic and whole-word recognition skills, an awareness of sentences and reading for meaning. Also the dual role of reading and spelling is developed along with early creative writing.

It may be difficult to justify all these claims. Letterland's character will be fun for young children and many activities will evolve from the pictograms. Primarily, however, the scheme depends on the learning of each sound and on its shape, which is reinforced by handwriting. There are some common whole words to be learnt but these are on code sheets rather than in books, and words to be spelt are presented by the teacher rather than from the child's own writing.

Teaching Programme Book 1 is well set out and easy to follow, with detailed instructions for each stage. Teachers are even given suggested dialogue and there is opportunity for parental involvement. Book 1 teaches the single consonants with their most common sounds and the short vowels both as lower and upper cases and also "ng", "wh" and "sh". However, children are not stopped from discovering that some letters or combinations of letters do not conform to these common sounds. The main pack will cover these as did the previous pictogram series.

Many infant teachers still teach the sounds of letters as a type of separate learning experience. Phonic games often take place in the classroom and older children who have reading problems are given phonic exercises. Letterland could be invaluable here, as the scheme brings fun and fantasy to phonics.

For those who teach sounds incidentally, as they occur naturally in the child's own reading, this scheme is perhaps too controlled, although one pack would give a busy teacher many ideas for extra activities.

Countless children have been helped through the pictogram system and reading has been made easier for them. Doubtless many more children will learn to read through Letterland.

**Dorothy Smith**

# notes

**TOURING BALLET**

Ballet Central is a new touring group of dancers set up specially to give performances and demonstrations to schools. Workshop sessions cost £50, lecture/demonstrations £100 and performances £150. Booking should be made through the Central School of Ballet, 10 Herbal Hill, Clerkenwell Road, London EC1R 5EJ.



# Behind the Great Wall

**Anita Straker visited China to attend conferences on mathematics and computer education, and discovered a different approach to primary education**



Two years ago, and again this year, I was fortunate enough to go to China to attend conferences on mathematics and computer education, as part of a series of visits arranged by the British Council. Before I went there, I had imagined China to be a mixture of farmland and densely populated cities. I had thought how wonderful it would be to stand on the Great Wall, or in the Old City of Shanghai. I had pictured schools where a great deal of class instruction would take place, with children working on set exercises from textbooks, with little chance to undertake extra-curricular activities.

During the visits, several days were taken up with seminars. On the other days, our Chinese hosts patiently showed us as much as possible of their country. We visited historic sites like the Ming Tombs, and factories making items like silk rugs for export, or radio sets for internal sale in China. We went to famous water gardens, to a hospital and a clinic, and of course to schools. As far as the beautiful countryside and the exquisite cuisine were concerned, my time in China lived up to every expectation. But the picture of primary education which I had previously formed in my mind was certainly not a true reflection of reality.

Chinese children generally start school at the age of six, but it is quite common for city children to attend a kindergarten from the age of three. One kindergarten to which we were taken catered for 500 children, in classes of 30 with two teachers for each class.

We watched one teacher taking a mathematics lesson on the number 2 with some four-year-olds. The children were sitting round tables in groups of six, and their teacher placed a pile of small green plastic ducks on each table. She then drew on the blackboard:



Each child was asked to "take 2 ducks". Some did so confidently; others were encouraged to copy their neighbours. The teacher then wrote:

1 + 1 = 2
2 − 1 = 1
2 = 1 + 1
1 = 2 − 1

Each number sentence was accompanied by a verbal story. "You take one duck. You take another duck. Now you have two ducks." "You have 2 ducks. One goes back to the pond. How many ducks have you got now?" This activity continued for about five minutes, with the teacher constantly varying the vocabulary which she was using.

The children then chanted the four number sentences several times, and the teacher taught them a little tune so that they could sing them as well. The lesson ended with a finger rhyme, which appeared to be similar to "Two little dickie birds sitting on the wall". When the children went outside at play-time, many of them were still singing their number facts about 2.

The lesson seemed strange to my Western eyes, which are accustomed to seeing many different experiential activities in the nursery class: sand play, water play, dressing up, cooking, construction games, but nothing like the Chinese lesson. While I have my doubts that all the Chinese children had fully understood and would remember all that they had been taught about 2, the lesson was, after all, only one of a series.

I saw an equivalent lesson with eight-year-olds. This time it was about

4 × 3 = 12  3 × 4 = 12  4 × 3 = 3 × 4

Nothing was written down by the children. They simply talked, and manipulated objects. I don't remember ever seeing in this country a mathematics lesson which focused on just one fact in the same sort of way. Do we confuse our own children by trying to present them with too much information about numbers all at once?

In the primary school, class size is increased to 50 or more, working with just one teacher. The general pattern of work is similar to the kindergarten: the teacher uses a range of blackboard diagrams, or she uses demonstration equipment, to explain a process to the children. The children sit in rows, with their arms folded on their desks, and are expected to stand when they answer the teacher's questions.

Most primary teachers start teaching as soon as they leave secondary school. In recognition of their need for professional development, and of their need for time to prepare and mark the children's work, two teachers are allocated to each class, and each teaches for half of the school week. For part of the time when they are not working directly with the children, a teacher is expected to attend courses, or to study, making use of televised broadcasts transmitted by the University of the Air.

One of the televised lessons which I saw was an example of the work which is expected to take place in an after-school lesson. The children, aged about ten, sat round tables, and cut out flat shapes from sheets of coloured card. They moved their cards through the air, in order to make a three-dimensional shape. They talked informally about what they were doing to their friends and to their teacher. They then searched their study area for objects which were similar in shape to the "phantom" shapes which they had created.

It was a delightful lesson. When we queried the contrast between this extra-curricular lesson and those which we had observed during the normal school day we were ourselves asked "what would you do if you had a syllabus determined by the government, could only use the approved textbooks, had 50 children to teach, and only a blackboard as a teaching aid?"

Resources other than blackboards and textbooks are indeed in short supply, so it is not surprising that only a very small number of primary schools as yet have computers. A primary school which we visited in Shanghai had 800 pupils, and was participating in a project to examine ways of using micros.

The school had 14 computers of various makes, situated in two rooms. Two teachers had attended a short course on programming, and were also receiving regular help from lecturers and students at the Normal University (which concentrates solely on teacher training).

So far, the use of computers in primary schools in China has been confined to the oldest age groups. The most predominant activity is programming in either BASIC or LOGO, but the children also use software packages which incorporate strategic games and number puzzles. One game which we saw children playing was a variation of Nim. The computer chose a number less than 100. Two children then took turns to take away a number less than 10, and the winner was the player to leave 0 remaining.

The children who were programming in Logo had drawn a variety of pictures and patterns: there was one program which drew a complicated and very realistic bicycle, another which drew a giant panda. Their teacher sometimes used ideas published in *Children's Computer World*, a four-page newspaper edited by Ling Qi-Yu, who translated some of the articles in his newspaper for us. One feature was a challenge to find as many different Logo procedures as possible to draw a dotted line on the screen. When I was there, 16 quite different methods had been found by the children who had taken part in the challenge.

The newspaper also published traditional Chinese puzzles, and asked its readers to write programs to solve them. One of the puzzles – The Problem of 100 Chickens – had been taken from an old arithmetic book, written in the year 500 AD by the Chinese mathematician Zhang Qiujian:

> Each of three farmers spent 100 yuan to buy 100 chickens each. The price of one cockerel was 5 yuan. The price of one hen was 3 yuan. The price of three chicks was 1 yuan. How many cockerels, hens and chicks did each farmer buy?

Although only a very small number of primary schools are equipped with computers, many more primary-aged children get access to micros or extra mathematics (or indeed anything else) by going once a week from 4 o'clock to 8 o'clock to a children's palace. The children's palaces – and there are 12 in Shanghai alone – really are palaces, as they are housed in buildings formerly used by the Emperors of China. Each palace caters for about 2,000 different children each day, offering more than 100 different activities during the course of a week: calligraphy, ballet, gymnastics, science, mathematics, boat building, orienteering, archaeology, all kinds of music making.

The teachers in the children's palaces are professional practitioners of their subject. A child attending a class in rock climbing is taught by a professional mountaineer; the orchestra is conducted by a professional musician. We saw two mixed-age computer groups at work in a palace. There was an advanced class of pupil programmers, who were developing software, some of which was very sophisticated. The other class was for beginners, who were playing strategic games and learning some programming techniques, in much the same way that the primary children were doing in school.

China is a country which has a great history of developing mathematical ideas long before they were "discovered" in Europe. The Chinese approach to teacher education, their ways of helping children to remember number facts, and their extra-curricular provision both after school and in the children's palaces, must give all of us who are concerned with primary education in this country considerable food for thought.

# Skills and strategies

## Chris Drage on an INSET package

**Posing and Solving Problems with a Micro INSET Pack**
Available through Regional Information Centres and l.e.a.s
BBC B, RML 480Z (not all the software is available for both machines)

Just prior to the demise of the MEP, the National Primary Project, headed by Anita Straker, released the last in a series of major INSET packages: *Posing and Solving Problems with a Micro*. This package aims to provide the resources necessary to run a short course for teachers on using the microcomputer to stimulate problem solving and investigatory activities in the primary school. The pack comprises: tutor guidelines with suggested course sessions; OHP transparencies; six discs of software comprising 14 programs/datafiles; program notes concentrating on practical classroom activities; "slideshow" booklet for course tutors; a course reader; a software catalogue and resources list; a VHS video: "*Decisions, decisions . . .*" (distributed separately) and booklets, keystrips, keyboard overlays and map to accompany discs.

Problem solving activities do not enjoy a widely accepted place in the primary curriculum of most schools as do the more traditional areas of mathematics or language. The authors of the pack take pains to point out that problem solving is not an extra subject. Rather it is an approach, a series of skills and strategies which should underpin virtually all of the curriculum.

The authors are also aware that many teachers underestimate the need to teach children how to develop and apply problem solving skills. The suggested plan for the course has this in mind. The emphasis has shifted from the standard INSET short course (between 3–12 after-school sessions). Instead a more practical approach is suggested involving each teacher bringing a group of pupils with whom they will work, on at least three separate occasions.

The suggested course outline is in two distinct parts; sessions 1–5 (including the three interspersed pupil sessions) are concerned with developing teacher attitudes. Sessions 6–10 follow the traditional model, being more concerned with updating information and exploring new resources. The accent of each session is on practical application in the classroom. The 10 sessions are thoroughly planned and well-documented. In keeping with previous INSET packs, *Posing and Solving Problems* has been designed with flexibility in mind and the guidelines aim to illustrate just one possible course.

The software, provided on six discs, is well chosen providing excellent examples. Disc 1 (BBC/480Z software), contains four different types of problem solving programs. "Raybox" is a deduction game based on hidden objects on a grid. "Bees" provide a simulation of the behaviour of bees foraging for food. It encourages observation and formulation of hypotheses. "Strategy" is a variation of noughts and crosses which encourages children to develop strategies. "Colony" is a strategy game suitable for developing investigative work.

Disc 2 (480Z only), contains four adventure type programs. "Merlin's Castle" is a tradional type of adventure. "Mallory" is a revized version of Anita Straker's "Chestnut". It has a bonus feature of allowing children to devise their own "whodunnits". "Crackit" asks children to decipher a piece of coded text. "Martello Tower" is also on this disc but is not discussed in the documentation – an after thought?

Disc 3 (BBC/480Z), contains five programs from Newman College in Birmingham. "The Ramsey Game" is an investigation based on a nonagon mystic rose. "Dominoes" is a logic game based on tiling. "Cops and Robbers" (a variation of "Fox and Hounds") provides opportunities for strategic and logical thinking. "Matches 1 & 2" encourage observation and deduction. It poses problems of the type: "make 4 squares with 9 matches". "Fences" is also a strategy game.



Disc 4 (BBC/480Z), is unique as it enables screen displays to be linked in a series for demonstration purposes. Course tutors are able to produce their own "slide" show programs based on the content of the course.

Disc 5/6 (BBC), contains AUCBE's "Quest Adventures" program accompanied by a sample adventure entitled "The Knights Of Camelot". "Quest Adventures" is an adventure generator for writing programs with the *Quest* information retrieval program.

With the exception of "Quest Adventures", all the software is freely copiable by course members which gives a school a substantial base from which to build.

Though the software provided is very good it is by no means exhaustive and additional programs would be required to give further substance to the topics covered in the course. The addtional software catalogue is an invaluable aid to selection. The course reader contains a number of thought provoking and helpful articles by practising teachers and specialists. Each article is informative and practical. It contains a wealth of ideas.

*Posing and Solving Problems with a Micro* maintains the excellent standard set by its predecessors, and those responsible for in-service training would do well to make use of it. The INSET packs are still freely available through Regional Information Centres and l.e.a.s. Although MEP no longer exists, its successor, the Micro Electronics Support Unit (MESU), has promised to continue to support the production of INSET packs and there is talk of revisions and reprints of the current series. We may well see the advent of interactive video discs for self-tutoring, in-service courses. Until such time, INSET packs like *Posing and Solving Problems with a Micro* will continue to fill a much needed role in providing a valuable source of materials, ideas and inspiration.

# Painting pictures

## by Chris Drage

**Picture Craft**
BBC Publications; 35 Marylebone High Street, London W1M 4AA
BBC B, B+, Master 128
£19.95 (Disc)

I have my own Top Ten of exceptional educational software, programs which are extremely special. *Picture Craft* qualifies hands down, even though at first I was sceptical about a program that claims to be . . . "designed for children six to 14 years of age."

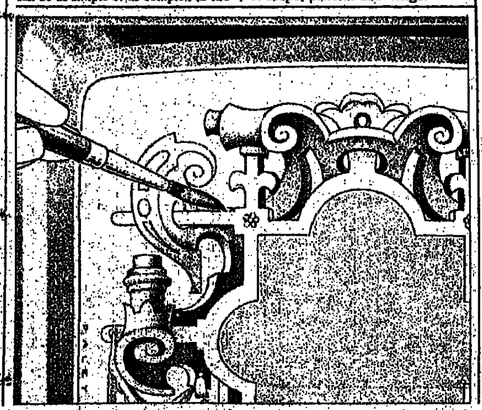
Created by Peter Smith (*Maths With A Story I* and *II*) *Picture Craft* allows children to design and create pictures which may be saved and used later in a number of games and puzzles. It is in six modules: Set-up, Design, Painting, Display, Games and Shapes and the program is controlled via a number of menus.

Teachers have access to a set-up menu from which a large number of facilities controlling picture design and painting, filing and printing may be selected or ignore according to the ability of the children. The program can be as simple or as complex as the teacher wishes.

Within the Design Module pictures are created using the default set of shapes (these can be redesigned in the Shapes Module). Reflections, rotations and "stretches" are possible. Colour is added in the Painting Module. Not only are the standard BBC Micro colours available, but also four striped and dotted painting options. Once saved, the picture may be used in any one of four games: Swaps in which subdivided segments of the picture are rearranged; Twister in which picture segments are rotated; Swaps and Twist, a combination of one and two above; and Block Slide where the picture is transformed into a sliding block puzzle.

There is no doubt that the games provide a new diemension to an already sophisticated graphics package. The 120-page manual is very readable. It has a very good section on how to integrate the software into mathematics topics on shape, and contains many excellent ideas.

*Picture Craft* provides a great deal of pleasure and satisfaction, plus a considerable insight into the composition of shape, patterns and design.



# Screen tests

## by Stuart Maclure

**Commodore Connoisseur's Collection**
£249.99
From major retail outlets

How many people this Christmas were playing their traditional games round a computer screen rather than at the table or on the floor? Commodore's Christmas package assumed many would.

The Commodore Connoisseur's collection comprises a Commodore 64C Personal Computer, a Commodore 1530 Datasette cassette unit, Mouse and Cheese peripheral graphics software, a Pitman Typing Tutor, and five games: chess and Renaissance and three other popular propriety board games, Monopoly, Scrabble and Cluedo.

The chess game operates at various levels of sophistication and can work at such break-neck speed that it is a strain to keep up. But chess being chess, it is undoubtedly a splendid substitute for a partner. The visual display is diagrammatic and if I didn't find it always easy to see exactly who had gone where I think this was more my fault than the machine's. This is clearly designed for a user who belongs to the IT age and anyone so attuned will find it perfectly satisfactory and (if they are chess addicts) endlessly satisfying.

The traditional board games are less obviously useful. The big question is not whether it is possible to turn these into computer games but whether computers offer the best medium. (Of course this may be a non-question: a computerized game may appeal more to computer-age participants simply because their tastes have been conditioned to this form of presentation. But to anyone who has enjoyed, (or endured) these games as family activities around the dining room table may well find crouching round the screen less congenial and wonder what was wrong with the pre-war model.

Scrabble, on the other hand, can provide variations on the original in that when the computer takes a hand, you can ask it to show some of its reasoning or even give you hints on words to play. And, of course, it plays at four different levels of skill which gives beginners the chance to match their talents more fairly. The package is still available at the same price.

# Safety first

**Green Cross Code**
Derbyshire County Council
BBC B, B+, MASTER 128
£9.95 (Disc)

*Green Cross Code* is a work pack for children aged five to eight using a BBC B computer and a colour monitor. The pack comprises a teacher's manual, a Highway Code for children, Green Cross Workbook, 10 workcards and a cassette or disc of five short programs. The copyright on the software is dated 1984 which may be enough reason to excuse this package, which in a nutshell uses the computer as an "electronic workcard".

The pack is designed to reinforce aspects of crossing the road safely and should be used in the more general context of road safety. The workcards, workbook and computer programs follow the same themes: finding a safe place to cross the road; standing on the pavement near (not too near); the curb; look, listen, check, wait, walk across; using a pelican crossing; a multichoice quiz (17 questions).

Whether or not a teacher should tie his/her class's only computer up in such a manner is entirely up to them. Personally, I wouldn't. I would prefer to use the class micro with a suitable database package to search and interpret accident or road-use data. The activities presented in the pack could be done better either in the classroom using different materials or in the playground by children acting out the various scenarios. If you must use the micro for such activities, then this pack could provide added interest to your road safety topic.

CD




## bits

**TELESOFTWARE**
BBC Micro users will soon be able to receive their own interactive computer programs to use the information available from CEEFAX pages. The new series of programs will be available for downloading via the BBC Telesoftware service in February. They aim to provide the means to use CEEFAX information as data within BASIC programs.
Telesoftware is broadcast via the normal Teletext service and can be found on BBC 2 CEEFAX starting at page 700.

Further information from Jeremy Brayshaw, Telesoftware Organizer, BBC Enterprises, Room A 3080, Woodlands, 80 Wood Lane, London W12 0TT.

**PEDAGOGIC SKILLS IN IT**
Prior to the introduction of a Diploma in Professional Studies in Education in Information Technology in July of last year, The Learning Resources Department of St. Andrew's College of Education conducted a small-scale analysis of the skills required by teachers in an information society. The study took six months and was funded by the Council for Educational Techology.

This booklet is available, price £1.20, from The Secretary, Learning Resources Centre, St. Andrew's College of Education, Duntocher Road, Bearsden. G61 4QA (Tel. No. 041-943 1424).

**CHANCELLOR**
Since the software, and accompanying book "Macroeconomics in Focus" were reviewed earlier this year, a number of changes have been made. The macroeconomic simulation game "Chancellor", while still incorporating random movements, can now be played competitively as users can choose to subject competing teams to the same, but still unknown, set of random shocks. Chancellor is also available to play on the IBM PC. As a *complement* to "Chancellor", a very different game, "Chancellor II", emphasising different aspect of macroeconomic decision making will be published (also by MCGraw Hill) in January/February.





# Cooperative stories

## David Patey on Viewdata in a primary school

Whenever I say to teachers that I use a Viewdata package regularly in the classroom, and that it helps to develop language, they assume we access a Viewdata base such as Prestel or the Times Network to find information. Viewdata is often used for this purpose, but can be used in a more creative way, too. Children from Wellfield Wood Junior School had written an adventure story which was shown on Prestel. This story forms one of the units of the National Database Project discussed by Pauline Bleach (*TES* 24/10/86), while another story by fourth years, Red Riding Hood, was on Prestel last Christmas.

Our stories are created on a Viewdata simulation package, and I have found its use encourages reading, co-operative writing, discussion and lateral thinking.

Viewdata can be used not only to access Prestel, but to work "offline" (ie a disk stores the information) to create the children's own database. The children are presented with a blank screen on which to type their text, and create their own graphics which means that the children have to consider the layout and colour as well as the text.

A great advantage of Viewdata lies in the way it can be used to enable collaborative work, and writing branching stories is one way of doing this. The main discipline lies in the routeing of the frames. It is possible to use an already routed database so that children fit their work within its structure, but the children in my classes have been able to take control of the routeing to plan and route their own databases. They planned their story as a large floor adventure game, extending it as they played it, so that they fully understood and built up a complex flow-chart of the story.

I worked with twenty-five second years last year, and after six days they started to write their first group story. M had brought some snails to school, which she and some friends had observed as part of a project. The class had the idea of making an adventure game, featuring a snail.

The children prepared the entire story in two brainstorming sessions, the first when we got about five possible routes for the story, and the second when we planned the remaining fifteen or so ideas. We had a limit of thirty screens so the best ideas were discussed and agreed.

At this point Viewdata came into use, making a framework of "routeing" to match our developing floor story. Many adults find the creation of databases too much trouble, but the children found transferring something they could look at on the floor into an abstract routeing on the computer easy. They booked the first frame, did a quick drawing, then decided pressing "1" would lead to the next frame, which would have two branches, and gave their floor chart sheets the corresponding numbers.

Setting up the computer routeing was much simpler than I envisaged, and the main work was off the computer, as children worked in groups to write the individual screens, knowing they were preparing them for an audience. The children soon got used to their work being "open to the public" and the writing was constantly being challenged – someone would find something that didn't make sense and two or three children would congregate with the author to discuss what was wrong and how this could be better written. My markings in the language books, although noted by the children, have not remained in their memories in the same way as corrections made after discussion with their peers.

The children could compile a screen in about twenty minutes, as a small group exercise. Eavesdropping on the discussions I heard some illuminating observations – "Don't put too much on the screen or nobody will read it", "Just get the ideas down on the screen and we'll plan it on paper" – which strengthened my feeling that there are great benefits in working this way.

I also overheard children discussing the value of one approach or another, for example, one boy argued that "down the dip" meant something to us, but anyone else from another place wouldn't know about it", and another that "bum" wasn't a word they could put in a story intended for younger children.

We never had any computing disasters. Children worked, loaded and saved screens unaided, adding to their confidence enormously. I could safely leave them and work with other children.

Boys and girls worked together, and it was a boy, C, who observed "If the boys wrote one story and the girls another we would have only half the ideas in the class". I had seen my class's personal development over the year, as boys began asking the girls' opinions, and working with girls without fearing to lose their macho image, while the girls grew in confidence.

All the children felt they had written the adventure story, it certainly wasn't a product of eight or ten "bright" children, and it helped a couple of non-readers on their way as they used printouts from the screens as readers.

Classroom visitors could immediately view the story. Parents who obviously feared the computer were encouraged to operate it by their children.

Working in this way provides an excellent introduction to using Viewdata systems at a young age, leading to a knowledge of information handling which will always be useful while we have Prestel-type databases to access in our jobs. The planning, teamwork and inventiveness shown by children in writing co-operative stories could provide evidence to counter some of the criticisms coming from the industrialist lobby in education, while still keeping to the creative primary school traditions. The new technology need not prevent creativeness.

Viewdata may well provide a fuller opportunity for language development in the primary classroom than the word-processor, for short texts and for co-operative work. The children in my classes continued to find new applications for group and individual story writing, and I am currently developing this aspect of Viewdata work in other schools.





# Flagship

What goes on behind the scenes of the two and a half miles of galleries at the British Museum? Esso has produced a video available on free loan to schools and colleges that shows something of the history of the museum and the work of the curators, conservators, and scientists in running what Richard Luce, Minister of Arts, described as a "flagship of the nation".

Willie Rushton, who presents the 26-minute video, conducts an entertaining tour which focuses mainly on the Egyptian galleries and the Sutton Hoo treasure. A ceramics expert shows how a Greek kylix is pieced together and the methods of dating porcelain are described. And we also meet Suzie, the museum cat.

Surprisingly for a film that aims partly at a school audience, there isn't a child or a school party in sight; or, indeed, many of the other three million or so who visit the museum each year. If, as the latest visitor survey reveals, a high proportion of groups are unaware of the existence of the museum's education service, it would be worthwhile giving its activities – both in Bloomsbury and at the Museum of Mankind in Burlington Gardens – a higher profile.

Let's hope the next video is as engagingly presented and shows some of the ways the museum presents itself to the public: the lectures and gallery talks, the schools' seminars and the opera and drama workshops that bring to life the riches of the collection.

*The British Museum; introduced by William Rushton, sponsored by Esso UK plc, produced by Mariak Ltd. 26 minutes, VHS. Available on free loan from the Esso film and video library, Viscom Ltd, Park Hall Road Trading Estate, London SE21 8EL (01-761 3033) or from the British Museum Education Service, Great Russell Street, London WC1B 3DG (01-636 1555 ext. 511). It will also be on sale from the museum shops from January 6, price £9.95.*

**Mary Cruickshank**

# Many means of changing minds

## by Joan Freeman

**A change of mind**
Fridays at 10.30pm from November 14 and
**We're not mad we're angry**
Channel 4

Recent concern for ex mental patients discharged from hospital into inadequate community care can make the alternative of a warm hospital, where food, clean sheets and company are dependable, seem very attractive. But what about the treatment?

The series of six Channel 4 programmes, *A Change of Mind*, provided valuable insight into psychotherapy, the talking cure. The procedure avoids medication, patient and therapist working together towards the patient's self-understanding and control. The programmes were skilfully made, with inserts from the patients' daily lives, so that we felt with them. A particular spin-off to viewers was that they would learn something about themselves as they watched.

Psychotherapy appears to work, but no-one is quite sure how. One therapist said, "You let them grow and cure themselves", and a patient, "She wasn't doing anything to me; she just listened". The therapist too had to understand herself, "When people get better they leave you, and you have to let them go."

The programme on family therapy was concerned with a boy who was clinging to his mother. A second therapist remained unseen behind a one way mirror, and the two conferred by phone! The family did begin to talk to each other more at home, but it was difficult to see a great deal of expertise in action; more like the effects of attention. Maybe it doesn't matter, as long as the situation improves.

*We're Not Mad We're Angry* was a bitter and gripping programme. Made with genuine concern for the mentally ill, it pointed out the sometimes dreadful insensitivity with which fragile people are treated in GP's surgeries and mental hospitals. Nineteen people who had perceived themselves as suffering at medical hands, talked about it, cut with dramatized scenes. However, the viewer had no way of judging the typicality of their experiences, or how the producer chose them out of the 190,000 patients treated each year.

Not one ex-patient found a single good word to say about their treatment. By innuendo and suggestion, half truths and untruths were presented as daily happenings. Two voluntary patients described how their psychiatrists were so desperate to get people into their dreadful institutions that they captured the "runaways" with police help and reincarcerated them, one being thrown forcibly into a padded cell. Another claimed that if you went back to outpatients, still unemployed, they'd grab you back in again.

Why? Are psychiatrists power mad, or innately sadistic? It can't be for the status or the money. An ex-patient explained, "Psychiatry is a powerful weapon employed by the government to suppress dissidents. Like in Russia: its happening here now".

No-one could reasonably claim that the practice of psychiatry is perfect, yet it is no more reasonable to claim that it is wholly despicable. This was a dangerous hour's anti-psychiatry propaganda, not to the practice of psychiatry, because they've heard it all many times before, but to the very people who will be put off from seeking help in their despair.

## briefings radio & tv

### Continuing education and general interest

**FRANC-PARLER**
**(Saturday, 16.30 VHF 4)**
A new third-stage French course to follow "France Extra". Features conversations recorded in Gréoux-les-Bains, Rouen and Lille. The more advanced level of this course allows for discussion of topics such as politics and charities.

**ON THE CUT**
**(Sunday, 16.00 VHF 4)**
A history of Britain's canals as told by those who have worked on them.

**NOT SO LONG AGO**
**(Sunday, 16.30 VHF 4)**
Historian and political scientist Geoffrey Stern uses authentic archive material in his presentation of eight major world crises of modern times. He begins with the dropping of the first atomic bomb on Hiroshima.

**DEUTSCH EXPRESS!**
**(Sunday 17.00, Sat 17.00 VHF 4)**
This second stage German course is aimed at all home learners wanting to extend their knowledge of the language, people and country. A 15-chapter course book and three cassettes accompany the series.

**THE DIARY OF ANNE FRANK**
**(Sunday, 17.10 BBC1**
A four-part dramatization of the diary, written by a Jewish Dutch girl during the time she and her family hid from the Nazis in secret rooms in an office building, begins on her 13th birthday with the gift of a check-covered notebook – her diary.

**SEVENTY SUMMERS**
**(Sunday, 19.15 BBC2)**
The story of one farmer and one farm, spanning 70 years which have witnessed the most revolutionary changes ever seen in agriculture. Tony Harman has increased his yield of wheat from 18cwt to 80cwt per acre and watched the area around his farm turn into a busy commuter suburb.

**ROYAL INSTITUTION CHRISTMAS LECTURES**
**(Monday-Friday, BBC2)**
Our metamorphosis from fertilized egg to human being – and some of the pitfalls, is the subject chosen by Professor Lewis Wolpert. Under the title "Frankenstein's Progress", Professor Wolpert investigates why both arms are the same length, how twins are formed and why thalidomide caused deformities.

**TÉLÉ-JOURNAL**
**(Monday, 23.40 BBC2)**
The main news of the night from Spain, recorded, edited and topped and tailed to be more accessible to advanced language learners. Next week's programme is also from Spain and is followed by eight weeks of news from Germany.

**LE JAZZ HOT**
**(Friday, 21.10 BBC2)**
To end Jazz Week, the story of the second country of jazz, France. Russell Davies charts progress from the arrival of black Americans like Sydney Bechet to the establishment of the French National Jazz Orchestra.

# Classified Advertisements

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**Business Opportunities**

Please address classified advertisements to:
John Ledbrook, The Advertisement Manager,
The Times Educational Supplement, Priory House,
St. John's Lane, London EC1M 4BX.
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All advertisements are published subject to the Terms and Conditions of Times Newspapers Ltd. (available on request).

## Nursery Education

### Headships

**BERKSHIRE**
RE ADVERTISEMENT
NEW BRIDGE NURSERY SCHOOL
Montague Street, Caversham, Reading
N.O.R.: 60 F/T places + 10 in the partially hearing unit.
Required April 1987, Headteacher (Group 2)
Application forms and further details from The Director of Education (E3/S5), Shire Hall, Shinfield Park, Reading RG2 9XE. SAE please.
Previous applicants need not reapply.
Closing date: 23rd January 1984.
An Equal Opportunity employer. (37051) 100010

## Primary School Education

### Headships

**HAMPSHIRE**
(Portsmouth Area)
SOUTHSEA FIRST SCHOOL (5-8)
Required from 27th April, HEADTEACHER - GROUP 3.
We pursue a policy of equal opportunity.
Applications particularly welcome from people with disabilities.
Application form and further details from the Area Education Officer, Civic Offices, Guildhall Square, Portsmouth PO1 2RJ (s.a.e. please).
Closing date 23rd January. (37158) 110010

## Deputy Headships Second Masters/ Mistresses

**BARNET**
LONDON BOROUGH
REQUIRED APRIL, 1987
COLINDALE J.M.I. SCHOOL
Woodfield Avenue, Colindale NW9 6PJ
Tel: 01-205 8706
Roll: 410
Deputy Head Teacher - Group 6. An experienced teacher required for the post of Deputy Head. Candidates should be able to offer a positive lead in one or more areas of the curriculum and should be able to demonstrate an ability to organise, guide and advise staff and have proven management experience.
Visits welcome.
Removal expenses and separation allowances available.
(Re-advertisement - previous applicants will be considered).
Application forms (s.a.e.) obtainable from and returnable to the Director of Educational Services, Friern Barnet Town Hall, Friern Barnet N11 3DL by 16th January 1987. (37401) 110012

**BARNET**
LONDON BOROUGH
REQUIRED APRIL 1987
ST. PAUL'S C.E. J.M.I. SCHOOL
The Ridgeway, Mill Hill NW7 1QU
Tel: (01) 959 3412
Roll number 202
DEPUTY HEAD TEACHER - GROUP 4
Practising Christian preferred. Please state curriculum interests. Visits welcome.
Removal expenses and Separation allowances available.
Application forms (S.A.E.) Obtainable from and returnable to the Head Teacher by 16th January 1987.
(37402) 110012

**BERKSHIRE**
ROYAL COUNTY OF BERKSHIRE
HOLY TRINITY C.E. (CONTROLLED) PRIMARY SCHOOL
School Lane, Cookham, Maidenhead, Berkshire SL6 9QJ
N.O.R.: 130
Required for April 1987, Deputy Headteacher (Group 3). Applicants should be able to promote good primary school practice and co-ordinate Language Development.
Application forms and further details from the Headteacher (SAE Please).
Closing date: 12th January, 1987.
An Equal Opportunity Employer. (37157) 110012

**BUCKINGHAMSHIRE**
Equal Opportunity Employer
MEADOWS-COUNTY COMBINED SCHOOL
School Road, Wooburn Green, High Wycombe, Bucks.
Deputy Headteacher required for April 1987, for this group 4 combined school.
Application forms available from the Area Education Office, Thame House, 9 Castle Street, High Wycombe, Bucks.
Closing date: 16th January 1987. (48964) 110012

### Scale 2 Posts and above

**CUMBRIA**
WETHERIGGS JUNIOR SCHOOL
Huntley Avenue, Penrith CA11 8NU
(County Mixed 7-11 nor 204)
Required for April 1987, a scale 3 SENIOR TEACHER for this open-plan junior school, to assist with Curriculum Development in general. The area of expertise offered will be less important than the personal qualities of the successful candidate.
Application forms and further details from the Director of Education, 5 Portland Square, Carlisle CA1 1PU. Returnable by 15.1.87. (37185) 110020

**WEST SUSSEX**
HEAD OF INFANTS
ST. WILFRID'S C.E. (AIDED) SCHOOL
Haywards Heath
Salary: Scale 3
Required for April 1987 for the Infant Department of this Group 6 school. The applicant should be experienced with a well developed understanding of work in the Infant years and should appreciate the need for a rich balance of coherent experience which is relevant and purposeful for each child. The Governors will be looking for a committed Christian in sympathy with the aims of a Church school.
Form and details from Headteacher, St. Wilfrid's C.E. (Aided) School, Eastern Road, Haywards Heath, West Sussex RH16 3PQ.
Closing date: 1st December 1986. (36208) 110020

**WEST SUSSEX**
ASSISTANT TEACHER
HOLMBUSH COUNTY FIRST SCHOOL
Salary: Scale 2
Required for April 1987, Scale 2 teacher required to take responsibility for language and to co-ordinate with a year group.
Further details and application form available from the Headmistress, Holmbush C. First School, Hawkins Crescent, Shoreham-by-Sea, West Sussex BN4 6TN (s.a.e. please). (37125) 110020

### Scale 1 Posts

**BARNET**
LONDON BOROUGH
REQUIRED EASTER 1987 OR EARLIER IF POSSIBLE
ST. MARY'S C.E. J.M. SCHOOL
Prothero Gardens, Hendon, London NW4
Tel: 01-202 0026
Part-time Remedial Teacher .5.
Application forms (s.a.e.) obtainable from and returnable to the Head Teacher as soon as possible.
(37403) 110022

**HOUNSLOW**
LAMPTON SCHOOL,
See main advertisement under Secondary. Humanities.
(37181) 110022

**ROTHERHAM**
OUR LADY & ST. JOSEPH'S J.M.I. SCHOOL
Fitzwilliam St., Wath upon Dearne, Rotherham
Required for Easter 1987, qualified Primary teacher. Nursery experience an advantage but not essential. Practising Catholic required. Scale 1.
Closing Date: 30th January 1987.
Apply to Headteacher. (36123) 110022

### Remedial and Special Needs Teaching Posts

### Scale 2 Posts and above

**CUMBRIA**
CROFTLANDS JUNIOR SCHOOL
Oakwood Drive, Ulverston LA12 9JU
(County mixed 7-11 nor 271)
Required for April 1987, a teacher with responsibility for children with SPECIAL NEEDS (please state other curriculum interests) in this large junior school. (Scale 2).
Applications are invited from suitably qualified and experienced teachers.
Application forms and further details available from the Director of Education, 5 Portland Square, Carlisle CA1 1PU. Returnable to the Head by 30th January 1987.
(37184) 111020

## Middle School Education

### Headships

**HAMPSHIRE**
(Portsmouth Area)
WESTFIELD MIDDLE SCHOOL (8-12)
Required from 27th April, HEADTEACHER - GROUP 6.
We pursue a policy of equality of opportunity. Applications particularly welcome from people with disabilities.
Application form and further details from the Area Education Officer, Civic Offices, Guildhall Square, Portsmouth PO1 2RJ (s.a.e. please).
Closing date 23rd January. (37159) 130010

## Secondary Education

### Headships

**DORSET**
HIGHCLIFFE COMPREHENSIVE SCHOOL
Parkside, Highcliffe BH23 4QB (N.O.R. 900 - Age range 11-16)
HEADTEACHER GROUP 10
Required September, 1987.
Details and application forms available from the Staffing Officer, Education Office, Portman House, Richmond Hill, Bournemouth BH2 6LR, on receipt of s.a.e. Closing date 23rd January, 1987.
(45920) 130010

**HAMPSHIRE**
GOSPORT BRIDGEMARY COMMUNITY SCHOOL
(Group 9 + 7½% Community Head's Allowance)
Head Teacher required as soon as possible. Following reorganisation of secondary education in Gosport applications are invited for the Headship of this 11-16 secondary community school. Under the reorganisation there will be three 11-16 Secondary Schools and a sixth form college.
Application forms and further details may be obtained from the Area Education Officer, Fareham Gosport Area Education Office, Walpole Road, Gosport PO12 1NU. (s.a.e. please).
Closing date: 14th January 1987. (36185) 130010

## Deputy Headships Second Masters/ Mistresses

**LONDON SE16**
BACON'S SCHOOL
Beinford Road, Bermondsey SE16 3QB
Tel: 237 5243
The Governors wish to appoint a Second Mistress/Master (Third Deputy Head) to this six form entry, all-ability Church of England Voluntary Aided Comprehensive School in South London. The school is on a split-site and the Sixth Form is part of a consortium. The person appointed would be responsible initially for setting up a Pastoral System throughout the school, and a Personal and Social Education Course in the Fourth and Fifth Years.
Further details and application forms from the Headteacher at the school.
Previous applicants please let the Head know if they wish to be considered.
Closing date January 16th 1987. (37058)

**CAMBRIDGESHIRE**
WILLIAM LAW C.E. (AIDED PRIMARY SCHOOL
WERRINGTON, PETERBOROUGH.
Group 5
Required for Easter 1987:—
**HEADTEACHER**
Suitably qualified and experienced teacher who is in sympathy with the aims and purposes of a Church of England (Aided), School, which is due to open in September, 1987.
Possible housing assistance.
Further details and an application form available from the Senior Area Education Officer, Education Office, Touthill Close, City Road, Peterborough, PE1 1JU. Closing date for receipt of applications 16th January, 1987. (02108)
EQUAL OPPORTUNITY EMPLOYER

**SHROPSHIRE**
EDUCATION COMMITTEE
An Equal Opportunity Employer
**SECONDARY HEADSHIPS**
The following three comprehensive school Headships will become vacant from the begining of the Summer Term 1987.
1) Idsall School, Shifnal. 11-18 (Group 11)
2) Lakelands School, Ellesmere. 11-16 (Group 7)
3) Belvedere School, Shrewsbury. 11-16 (Group 8)
Application forms and further details (send s.a.e.) from:
The County Education Officer, Education Department, Shirehall, Shrewsbury, SY2 6ND
Closing date Monday 19th January, 1987.



## Remedial and Special Needs Teaching Posts

### Scale 1 Posts

**HERTFORDSHIRE**
FRANCIS COMBE SCHOOL
Horseshoe Lane, Garston, Watford
Required January or as soon as possible, Teacher of SPECIAL NEEDS. A 2nd subject would be welcomed. Scale 1 + London fringe allowance £282.
Apply by letter to Headmaster giving curriculum vitae and names and addresses of two referees.
(37108) 131022

## By Subject Classification

## Art and Design

### Scale 1 Posts

**HERTFORDSHIRE**
TOWNSEND CHURCH OF ENGLAND SCHOOL
High Oaks, St. Albans, Herts.
Group 10
Required for January, well qualified teacher for textile work with some art.
This is a five-form entry all-ability mixed school with 840 on roll and modern purpose built accommodation. Textile rooms adjacent to art rooms.
Apply by letter to the Head (Miss P.M. Legerton) at the school with copies of testimonials, names and addresses of 2 referees. S.A.E. please. (45845) 131222

## Craft, Design & Technology

### Scale 1 Posts

**HUMBERSIDE**
EDUCATION COMMITTEE
GRIMSBY DIVISION
MATTHEW HUMBERSTONE SCHOOL
Chatsworth Place, Cleethorpes DN35 9NF
Required as soon as possible:
FULL-TIME TEMPORARY C.D.T. TEACHER experienced in multi-media teaching throughout the 11 to 16 age and ability ranges. A particular interest in Technology and Motor Vehicle work will be welcome. Technology is part of the G.C.S.E. course. Motor Vehicle work is concentrated in the City & Guilds Foundation Courses in Years 4 and 5.
Letters of application should be sent to the Headmaster at the School as quickly as possible.
(36210) 132122

**HUMBERSIDE**
EDUCATION COMMITTEE
GRIMSBY DIVISION
MATTHEW HUMBERSTONE SCHOOL
Chatsworth Place, Cleethorpes DN35 9NF
Required as soon as possible.
TEACHER TO WORK A TEMPORARY TIMETABLE IN C.D.T. The teaching will be concentrated in the Lower School workshops with Years 1 and 2. It is multi-media to approach and the ability to team teach will be an advantage. An ability to teach some Technical Graphics will also be welcome.
Letters of application should be sent to the Headmaster at the School as quickly as possible.
(36211) 132122

## Economics & Business Studies

### Scale 1 Posts

**ESSEX**
BASTABLE SCHOOL
Timberlog Close, Basildon SS14 1UX
Tel: 0268 552091
(Roll 1400)
TEMPORARY TEACHER OF ECONOMICS, Scale 1 (+Area Allowance)
Required immediately for at least one term, to teach 'A' Level, in active Humanities faculty.
Send letter of application, C.V. to the Headteacher. (foolscap sae please).
(37075) 132222

**HAMPSHIRE**
BARTON PEVERIL COLLEGE
Cedar Road, Eastleigh SO5 4FZ
Temporary full time teacher of Business Studies to 'A' level and Economics to 'O' level required from January for 2 terms Part time considered.
Please apply to the Principal giving full c.v., names and addresses of two educational referees and s.a.e.
Applications are particularly welcome from teachers with disabilities. (36207) 132222

## English

### Scale 1 Posts

**HAVERING**
LONDON BOROUGH OF HAVERING
BEDFORDS PARK SCHOOL
Appleby Drive, Romford RM3 7BJ
Tel: Ingrebourne 71331
(Roll 746 Mixed)
Headteacher: R.J. Bracken, B.A.
Required for January 1987, temporary teacher of English, Scale 1, for two terms in the first instance, to teach English from years 1-5.
Letter of application enclosing full curriculum vitae and the names of two referees should be sent to the Headteacher. (37077) 132422

**HERTFORDSHIRE**
FRANCIS COMBE SCHOOL
Horseshoe Lane, Garston, Watford
Required January or as soon as possible, Teacher of ENGLISH. A 2nd subject would be welcomed. Scale 1+ London fringe allowance £282.
Apply by letter to Headmaster giving curriculum vitae and names and addresses of two referees. (37110) 132422

## Humanities

### Scale 1 Posts

**HOUNSLOW**
LAMPTON SCHOOL
Lampton Avenue, Hounslow TW3 4EP
Tel: 01-570 1936
Headteacher: Mr D.M. Jordan, B.Sc.
Required for January, 1987 for one term in the first instance, a teacher of Humanities (Scale 1). The post may well be suitable for a primary trained teacher.
Requests for further particulars and letters of applications, including CV and names and addresses of two referees, to be received within 7 days of the appearance of this advertisement should be addressed in the first instance to the Headteacher (s.a.e. foolscap please).
LONDON ALLOWANCE £726 p.a.
WE ARE AN EQUAL OPPORTUNITY EMPLOYER.
(37180) 133222

**TEDDINGTON SCHOOL,** Broom Road, Teddington, Middlesex. TW11 9PJ (11-16 Mixed Comprehensive - 1040 on roll)
Headmaster: J.R.W. Oliver, M.A.
Required immediately, a
**Teacher of ENGLISH**
for the Spring Term only — Salary Scale 1 plus Outer London Allowance of £726 p.a.
This is an opportunity either for an enterprising beginner to join a supportive department or for an experienced teacher to become a member of an expanding staff. The English Department teaches in a suite of modern classrooms.
The school, which is in a very pleasant area with grounds extending to the banks of the Thames, is within easy reach of Central London.
Applicants may telephone (01-943 0033) from January 6th for information about the post or the school.
Please apply immediately by letter to the Headteacher at the school, giving qualifications and experience, as well as the name and telephone number of at least one referee. (02152)
LONDON BOROUGH OF RICHMOND UPON THAMES
(An equal opportunity employer)

## Mathematics

### Scale 2 Posts and above

**HAVERING**
LONDON BOROUGH OF HAVERING
REDDEN COURT SCHOOL
Cotswold Road, Harold Wood RM3 0TS
(Roll 670 Mixed)
Tel: Ingrebourne 42293
Headteacher: B.A. Groome, B.A.
Requied for January 1987 or as soon as possible a suitably qualified and enthusiastic Mathemtics Graduate, Scale 2, to assume second in Department responsibilities in a vigorous and committed Department comprising six staff. Ability to teach throughout the secondary age range as well as across the full ability range essential ability to teach Applied Mathematics at 'A' level an advantage.
Letters of application enclosing full curriculum vitae and the names of two referees should be sent to the Headteacher. (37155) 133420

**LONDON SE16**
BACON'S SCHOOL
Delaford Road, London SE16 3SS
Tel: 237 5243
Required April 1987.
An experienced Mathematics teacher is required to join an enthusiastic committed and progressive department. Scale 2 plus £1,100 per annum Inner London Allowance.
The school is a six form entry, mixed Church of England, Voluntary Aided Comprehensive School in South London.
Further details and application forms from the Headteacher at the school.
Closing date January 23rd, 1987. (37039) 133420

### Scale 1 Posts

**BUCKINGHAMSHIRE**
Equal Opportunity Employer
Beaconsfield/Chiltern Area
CHESHAM HIGH SCHOOL
Whitehill, Chesham
Headteacher: Mr. K.D. Stokes
Required in January a full-time temporary teacher for Mathematics to teach to GCSE/O/A levels during the absence of a teacher on Maternity Leave. (Scale 1).
Application forms and further details available from the Headteacher at the school (sae). (Tel: Chesham 782854).
(15866) 133422

## Modern Languages

### Scale 1 Posts

**DORSET**
SELDOWN SECONDARY BOYS' SCHOOL
Kingland Road, Poole BH15 1TW
(age range 12-18)
Required immediately, temporary for 2 terms - Language Teacher, primarily French with some English (Scale 1).
Apply by letter to the Headmaster giving curriculum vitae and the names and addresses of two referees. (45923) 133622

**HERTFORDSHIRE**
FRANCIS COMBE SCHOOL
Horseshoe Lane, Garston, Watford
Required January or as soon as possible, Teacher of FRENCH. A 2nd subject would be welcomed. Scale 1+ London fringe allowance £282.
Apply by letter to Headmaster giving curriculum vitae and names and addresses of two referees. (37109) 133622

## Physical Education

### Scale 1 Posts

**ESSEX**
PASSMORES COMPREHENSIVE SCHOOL
Tendring Road, Harlow CM16 6RW
Tel: Harlow (0279) 31921
(roll 767)
TEACHER OF BOYS PHYSICAL EDUCATION, SCALE 1
Required as soon as possible, for the rest of the academic year. Ability to help with subsidiary subjects will be important.
Apply by letter to the Headteacher giving two referees. (foolscap sae please).
(37076) 134222

**HERTFORDSHIRE**
FRANCIS COMBE SCHOOL
Horseshoe Lane, Garston, Watford
Required January or as soon as possible, Teacher of GIRLS P.E. A 2nd subject would be welcomed. Scale 1+ London fringe allowance £282.
Apply by letter to Headmaster giving curriculum vitae and names and addresses of two referees.
(37111) 134222

**HERTFORDSHIRE**
FRANCIS COMBE SCHOOL
Horseshoe Lane, Garston, Watford
Required January or as soon as possible, Teacher of BOYS P.E. A 2nd subject would be welcomed. Scale 1+ London fringe allowance £282.
Apply by letter to Headmaster giving curriculum vitae and names and addresses of two referees.
(37112) 134222

## Science

### Scale 2 Posts and above

**KENT**
COUNTY COUNCIL
EDUCATION DEPARTMENT
SWANLEY SCHOOL
St. Mary's Road, Swanley BR8 7TE
Tel: 0322 65231
Headmaster: Douglas Macildowie, B.A.
Required in January, a well-qualified Scientist to teach within an Integrated Science Course to CSE, O and G.C.S.E. Level.
Please state subject discipline. Possible Scale 2.
Application is by telephone or letter. No forms.
(37151) 134820

### Scale 1 Posts

**SUTTON**
LONDON BOROUGH OF SUTTON
STANLEY PARK HIGH SCHOOL
Stanley Park Road, Carshalton, Surrey SM5 3HP
Tel: 01-647 5842
(11-16 mixed - 680 on roll)
BIOLOGY - SCALE 1
Required for April, 1987 or earlier if possible, a Teacher of Biology to teach across a wide range of ability. The subject is at present taught to CSE and 'O' level in the 5th year and to GCSE in the 4th year.
The successful applicant will also be required to teach General Science in the lower school and a common core science in the upper school.
Applications to the Headteacher, as soon as possible, with c.v. and names and addresses of two referees.
(37085) 134822

**BERKSHIRE**
ALTWOOD C.E. (CONTROLLED) COMPREHENSIVE SCHOOL
Altwood Road, Maidenhead, Berkshire SL6 4PU
NOR: 850
Required for Easter 1987, Physical Scientist (or a Biologist who can teach some Physical Science). A Scale 1 post, full or part-time. Possibility of 6th form work.
For further details and application form, please apply in writing to the Headteacher.
Closing date: 12th January 1987.
An Equal Opportunity Employer. (37003) 134822

**KINGSTON UPON THAMES**
ROYAL BOROUGH OF KINGSTON UPON THAMES
HOLY CROSS CONVENT SCHOOL
Sandal Road, New Malden, Surrey KT3 5AR
Tel: 01-949 4884
Voluntary Aided, No on roll 560 girls 11-18, 78 in the sixth form
Required from 26th January 1987, to cover maternity leave, a Biology Graduate to teach the subject throughout the school to 'A' level. Ability to teach some combined science also required. Roman Catholic strongly desirable.
Scale 1 post. London Allowance £726.
Apply immediately by telephone to the school.
An Equal Opportunity Employer. (37048) 134822

## Speech and Drama

### Heads of Department

**HAMPSHIRE**
ROMSEY SCHOOL
Greenbridge Road, Romsey SO5 8ZB
11-16 Community mixed
HEAD OF DRAMA. Scale 2 post
Thriving Department with theatre Arts courses at examination level. Successful candidate must be able to teach English to all ages and ability groups to 16+.
Letter of application with full c.v., names and addresses of two educational referees and s.a.e. to Headteacher. We pursue a policy of equality of opportunity. Applications are particularly welcome from teachers with disabilities. (37061) 135218

## Special Education

### Scale 2 Posts and above

**SOMERSET**
COUNTY COUNCIL
ELMWOOD SCHOOL
Bridgwater
(4-16 Special School, NOR 138)
For April 1987, assistant TEACHER, SCALE 2 (S) to teach a small group of children with moderate learning difficulties aged 7-9 years and to take responsibility for co-ordinating the activities of the Junior department.
Application form and further details from the Head at the school. (See please). Closing date 23rd January 1987.
AN EQUAL OPPORTUNITIES EMPLOYER. (36209) 160020

### Scale 1 Posts

**HERTFORDSHIRE**
MENTMORE SCHOOL (48)
Townsend Drive, St. Albans, Herts.
This weekly boarding and day school, catering for the needs of senior girls with behavioural and emotional difficulties, requires A.S.A.P. a man or woman to develop and teach ART AND LIGHT CRAFT throughout the school.
The successful applicant will also be expected to become familiar with the careers guidance scheme used in the school with a view to taking over and further developing it.
Scale 1 Post unless the successful applicant is exceptionally well experienced or qualified. (Outer London Fringe) Special Schools and Extraneous Duties Allowance will also be paid.
Extraneous Duties (currently two evenings per week) will be contractual.
There is a pleasant three bedroomed house available should the applicant wish to reside.
Apply to the Headmaster for further details S.A.E. (A4) please. (37107) 160022

**LONDON BOROUGH OF RICHMOND UPON THAMES**
(An Equal Opportunity Employer)
TEDDINGTON SCHOOL
(11-16 Mixed Comprehensive – 1,040 on roll)
Broom Road, Teddington, Middlesex TW11 9PJ
Headmaster: J.R.W. Oliver, M.A.
*Required for January, 1987, a*
**Teacher of SCIENCE**
Scale 1 plus Outer London Allowance of £726 p.a., initially for the Spring Term only. Subsequently, the successful candidate could apply for the post of Head of Biology, Scale 2, which will be available from April, 1987.
The Science Department has 7 well-equipped laboratories and the teachers are supported by two full-time technicians. The Department is taking a full part in the T.V.E.I. scheme. This is an ideal opportunity for an enterprising and imaginative teacher to take part in the development of a forward-looking Department in an expanding school.
The school, which is in a very pleasant area with grounds extending to the banks of the Thames, is within easy reach of central London.
Applicants may telephone (01-943 0033) from Tuesday, January 6th 1987 for information about the post or the school.
Please apply immediately by letter to the Headteacher at the school, giving qualifications and experience, as well as the name and telephone number of at least one referee.
(02151)
LONDON BOROUGH OF RICHMOND UPON THAMES
(An equal opportunity employer)

**SEX DISCRIMINATION ACT, 1975**
No job advertisement which indicates or can reasonably be understood as indicating an intention to discriminate on ground of sex (eg by inviting applications only from males or only from females) may be accepted, unless
1. The job is for the purpose of a private householder or
2. It is a business employing fewer than six persons or
3. It is otherwise excepted from the requirements of the Sex Discrimination Act.

A statement must be made at the time the advertisement is placed saying which of the exceptions in the Act is considered to apply.
In addition to employment, the principal areas covered by the section of the Act which deals with advertisements are education, the supply of goods and services and the sale or letting of property.
It is the responsibility of advertisers to ensure that advertisement content does not discriminate under the terms of the Sex Discrimination Act.

**THE HAMPTON PROJECT**
is a specialist Intermediate Treatment unit dealing with delinquent youngsters at high risk of being taken into custody or care. We are a charity, the Deprived Children's Fund, and the unit serves the Borough of Lambeth which includes Brixton.
We are not a support unit for disruptive or truanting children. This point should be borne in mind by intending applicants.
We will require a second
**TEACHER**
to commence 2nd March 1987. The successful applicant will have a General Studies/PE background. An interest in Arts/Crafts would be an advantage. A clean current driving licence is essential.
Salary equivalent to Burnham Scale 2.
Apply by sending C.V. to: The Director, The Hampton Project, 247/251 Sternhold Avenue, Streatham, London SW2 4PG.
*We do not supply application forms. Further information will be given to all invited for interview.*
*Closing Date 16th January, 1987.*
*The Deprived Childrens Fund is an Equal Opportunity Employer.*
(02146)

# Independent Schools

## By Subject Classification

### Computer Studies

### Other Assistants

**LONDON NW1**
THE INTERNATIONAL SCHOOL OF LONDON
Crowndale Road
Requires as soon as possible a graduate to teach Computer Studies and some Mathematics. Candidates must have the ability and experience to teach to 'O' level in Computer Studies.
The school has excellent facilities for teaching Computer Studies and prepares students for both O/GCSE and International Baccalaureate examinations.
Please apply to the Headmaster, Mr. J.E. Parkes, The International School of London, Crowndale Road, London NW1 1TR. Tel: 01-388 9241. (37120) 182024

### English

### Heads of Department

**BERKSHIRE**
Well-qualified, energetic Director of Studies, experienced in Residential English Language Course for students aged 15 and over, is required for our Summer programme. Salary commensurate with considerable responsibility.
Further details and application form from Holiday Course Office, Padworth College, nr. Reading, Berks. RG7 4NP, enclosing LARGE s.a.e. (37090) 182418

### Other Assistants

**NORTH YORKSHIRE**

GIGGLESWICK SCHOOL

Independent Boarding and Day Education

for Boys and Girls 8-18

ENGLISH

Required for April 1987 a graduate to teach English to 'A' level. Full opportunities exist for involvement in extra-curricular activities.

Applications with the names of two referees to: The Headmaster, Giggleswick School, Settle, N. Yorks. BD24 0DE, from whom further details are available.

Tel: 072 92 3545. (37094) 182424

**SWITZERLAND**
AIGLON COLLEGE
In the SWISS ALPS
Requires ENGLISH TEACHER for April, 1987 - See Overseas Section. (37051) 182424

### Pastoral

### Other Assistants

**DORSET**

SHERBORNE SCHOOL FOR GIRLS
Dorset

requires a
HOUSEMISTRESS

The post involves taking charge of a boarding house of approximately 45 girls, and teaching half a timetable. Salary Scale 3 Burnham. Date of appointment 1st September 1987. Applicants should be a graduate, good honours graduate preferred.

Apply in writing to the Headmistress giving details of age, qualifications, experience and teaching subjects, together with the names and addresses of two referees. (37183) 184024

### Physical Education

### Other Assistants

**DORSET**
SHERBORNE SCHOOL FOR GIRLS
Dorset
Required in September 1987 an assistant in the Physical Education Department. Candidates with special interest in hockey and athletics essential, but this is a post offering a wide scope of activities.
Apply to the Headmistress giving details of qualifications and experience, with the names and addresses of two referees. (37182) 184224

### Religious Education

### Other Assistants

**BERKSHIRE**
BRADFIELD COLLEGE
Required for January 1987, a Graduate Teacher of Religious Studies preferably at both GCSE and A Level. The post is for two terms and could be either part time or perhaps full time.
Bradfield College salary scale. Accommodation provided.
Application, with C.V. and the names, addresses and telephone numbers of two referees, to The Head Master, Bradfield College, Reading, Berkshire RG7 6AR. Tel: 0734 744203. (36218) 184424

### Science

### Other Assistants

**MANCHESTER**
THE HUBOT JEWISH HIGH SCHOOL
10 Radford Street, Salford, M7 0NT.
Part-time Chemistry teacher required from mid February. Also part-time lab assistant required immediately. Apply, Principal, Jewish High School for Girls, 10 Radford St., Salford, M7 0NT. 061-792 2118, 740 5092

**SUFFOLK**
Independent Day & Boarding School
Number on Roll 340
Requires April 1987 or earlier. Qualified teacher of Physics. Ability to teach up to 'A' level. Some familiarity with GCSE courses an advantage.
Resident/Non Resident post available.
Salary - competitive, Scale 2 minimum.
Apply with full CV & 2 referees to:- Headmaster, St. George's School, The Hall, Gt. Finborough, Stowmarket, Suffolk. (Temporary post for one term considered). (36232) 184824

**ESSEX**
Teacher of Biology with some French required immediately.
Burnham Scale 1 plus pension.
Please telephone the Headmaster, Thorpe Hall School, Thorpe Hall Avenue, Thorpe Bay, Essex SS1 3AU. Tel: (0702) 582340. (36043) 184824

## Other than by Subject Classification

**BERKSHIRE**
PADWORTH COLLEGE
Runs Easter and Summer Schools for foreign students and staff are needed for the support programme as Social Organisers and Assistants, Housemaster, Housemistress and Assistants, also Couriers, POSSIBLY COMBINED WITH SOME E.F.L. TEACHING. Energy essential, experience an asset.
Further details and application form from Holiday Course Office, Padworth College, near Reading, Berks. RG7 4NP, enclosing LARGE s.a.e. (37092) 185624

**LONDON WC1**
Experienced tutors required to start 8 January for P/T posts in A-level Law & Sociology, O-level Maths, also EFL.
For further information please telephone the Principal of Central Tutorial College on 278 6622. (37189) 185624

**SURREY**
12 Teachers are required at the Rikkyo School in England to teach the following subjects in Japanese to Japanese students.
Primary School : 3 Teachers
Japanese Language : 2 Teachers
English : 1 Teacher
Geography : 1 Teacher
Mathematics : 3 Teachers
P.E. : 1 Teacher
Science : 1 Teacher
These teachers must be able to read, write and understand the THREE Japanese scripts, and must be able to follow the Japanese curriculum as recognised by the Ministry of Education in Japan. The Teacher must be a graduate, having passed through a Japanese university.
Please apply to the School Secretary, Rikkyo School in England, Guildford Road, Rudgwick, Horsham, West Sussex RH12 3BE. (46552) 185624

# Preparatory Schools

## By Subject Classification

### English

### Heads of Department

**HAMPSHIRE**
TWYFORD SCHOOL
Winchester SO21 1NW
(I.A.P.S. 150 boys)
Required for April 1987 or September 1987 an experienced and enthusiastic graduate to be Head of the English Department. A key position - excellent facilities and conditions.
Please apply in writing, enclosing CV and names and addresses of two referees to The Headmaster. (36215) 202418

### Geography

### Other Assistants

**BERKSHIRE**
GEOGRAPHY
Required for April or September young teacher, preferably unmarried to take charge of Geography throughout the school. Some teaching experience an advantage. Applicants should be capable of making an outstanding contribution to life in an all boarding environment. Excellent self-contained accommodation. Salary above Burnham.
Applications with C.V., and address and telephone number of two recent referees should be sent to the Headmaster, Lambrook, Winkfield Row, Bracknell, Berks. RG12 6LU. (37135) 202624

### History

### Other Assistants

**KENT**
ST. RONANS BOYS PREPARATORY SCHOOL
Requires History Teacher January 1987;
Apply with references: Headmaster, St. Ronans, Hawkhurst, Kent TN18 5DJ. (37089) 202824

### Pastoral

### Other Assistants

**LONDON W9**
Part time Bursar required by an established and developing co-educational school in West London.
Further details from the Principal, Preparatory School, 2 Ashworth Road, London W9 1JY. (36216) 204024

### Physical Education

### Other Assistants

**ESSEX**
ST. CEDD'S SCHOOL
Maltese Road, Chelmsford, Essex
I.A.P.S. Coeducational 320 pupils 4¼ to 11½
Fully qualified enthusiastic young teacher required for BOYS' GAMES from April or September 1987. Applicant should also be able to offer another subject.
Please apply with full C.V. and names, addresses and telephone numbers of two referees to the Headmistress. (36217) 204224

## Other than by Subject Classification

### Other Assistants

**WILTSHIRE**
LA RETRAITE SCHOOL
Campbell Road, Salisbury SP1 3BQ
PREPARATORY DEPARTMENT
Infant Teacher required for Summer or Autumn Term 1987. Practising Christian, preferably Roman Catholic.
Further details available from The Headmistress, to whom applications should be sent enclosing a curriculum vitae and the names, addresses, and telephone numbers of two referees. (37126) 205624

# Colleges of Further Education

## Other Appointments

**BERKSHIRE**
LANGLEY COLLEGE
LECTURER I in P.E. for 1 year January to December 1987 to cover secondment.
Applications are invited for the above post commencing on 12.1.87.
Applicants should be able to contribute to all practical aspects of full-time work, besides being able to help with theory in future courses. Candidates should also have a strong interest in Fitness Training and be willing to take charge of a long established thriving adult evening class.
Salary Scale: £6,843 - £11,865 depending on qualifications and experience.
Berkshire has a scheme for assisting the removal expenses.
The County Council is an equal opportunity employer.
Further information and application forms from: The Registrar, Langley College of Further Education, Station Road, Langley, Slough SL3 8BY. Please enclose a stamped, addressed, foolscap envelope.
Closing date: 16th January 1987. (37030) 220026

**CROYDON**

CROYDON COLLEGE

(HEATH CLARK CENTRE)

LECTURER I - SPECIAL NEEDS (YTS) (Temporary 1 year Post)

Required for January 1987 or as soon as possible thereafter to join the YTS team based at the College's Heath Clark Tertiary Centre, Waddon. Although the post is mainly concerned with the YTS Work Preparation course, there will also be the opportunity to teach on other YTS courses.

The salary for this post is in accordance with the current Burnham Further Education Award and is at present:

LECTURER I: £7,569 - £12,591 p.a. (including London Weighting).

Further details and an application form may be obtained from The Assistant Principal (Personnel), Croydon College, Fairfield, Croydon CR9 1DX. A self-addressed envelope would be much appreciated. Completed application forms should be returned within fourteen days of the appearance of this advertisement. (37033) 220026

**DEVON**
COLLEGE OF FURTHER EDUCATION
Plymouth
LECTURER I IN FINANCE AND ACCOUNTING
You should possess a degree or professional qualifications in the financial field and ideally be familiar with accounting software packages.
You should also be aware of the developments in modern technology and prepared, once trained on College equipment, to teach its use in their particular areas.
Teacher training and experience are desirable.
Salary up to £13,656 with the starting point dependent upon qualifications and experience.
Application forms and further particulars (SAE please) from The Registrar, TS 82, College of Further Education, Kings Road, Devonport, Plymouth PL1 5QG.
Closing date for applications will be 16th January 1987. (36219) 220026

**LONDON**
LONDON INTERNATIONAL COLLEGE
INDEPENDENT COLLEGE FOR FURTHER AND HIGHER EDUCATION
has the following vacancies:
1. DIRECTOR OF BUSINESS STUDIES (a post-graduate qualification, in a business area essential).
2. DEPUTY HEAD OF COMPUTER STUDIES (recently qualified graduates may apply for this post).
FULL OR PART-TIME LECTURERS in Computer studies, Economics, General management, Business English.
Salary according to qualifications and experience.
For full details apply to Registrar, enclosing full CV, London International College, 67-83 Seven Sisters Road, London N7 6BU. Tel: 01-[illegible] [illegible]. (46366) 22001[illegible]

**SHROPSHIRE**

TELFORD COLLEGE OF ART AND TECHNOLOGY
Haybridge Road, Wellington, Telford

LECTURER II in Business Studies. LECTURER I in Computer Studies/Information processing required for the 1st April 1987.

SALARY LI - £6,843 - £11,865. SALARY LII - £13,656.

Further details and application forms from and returnable to the principal (SAE). (36214) 2200[illegible]

**SHROPSHIRE**
EDUCATION COMMITTEE

EQUAL OPPORTUNITIES EMPLOYER

TELFORD COLLEGE OF ART AND TECHNOLOGY
Haybridge Road, Wellington, Telford

LECTURER I - ELECTRICAL INSTALLATION WORK

Applications are invited for the post of Lecturer I. Candidates must have experience of the electrical trade, preferably the contracting industry, and working knowledge of basic electronics would be an advantage.

The successful applicant would be required to teach:

Practical Craft

Craft Theory and regulations

Related Science

Suitable applicants should also be conversant with the 15th Edition of the IEE Regulations and have obtained City & Guilds qualifications to part III level.

Salary £6,843 - £11,8[illegible] (depending on age and qualifications).

Further details and application forms available from the Principal upon receipt of SAE. (36213) 2200[illegible]

# APPOINTMENTS IN SCOTLAND

**EDINBURGH**

ST. MARY'S MUSIC SCHOOL
Old Coates House, Manor Place, Edinburgh EH3 7EB

Tel: 031-225 1831

MATRON

Required as soon as possible for small specialist music school in West End of Edinburgh. Live-in post, all-found during term-time.

For full details, contact the Headmaster. (37119) 170000

**ORKNEY ISLANDS COUNCIL**

## Post of Assistant Teacher of Music

Applications are invited from suitably qualified teachers for the above post, currently based full time in Kirkwall Grammar School (roll 873). Applicants must be registered with the General Teaching Council for Scotland.

The salary is in accordance with the Scottish Teachers' Salaries Memorandum, plus an Island Allowance, currently £537 per annum.

Further details and application form (to be returned not later than 12 January 1987) may be obtained from the Director of Education & Recreation Services, Education Department, Council Offices, Kirkwall, Orkney KW15 1NY, Tel (0856) 3535. (02120)

County of Avon Education Service
**Filton Technical College**

## Head of Department of Business Studies and Management (Grade V)
**(Post Ref No BS86/8)**

Applications are invited from graduates with appropriate substantial business/management and teaching experience to organise business, management, secretarial and allied courses. The person appointed should have an interest in or direct experience of preparing submissions for validating bodies (including MSC) and negotiating contracts, modern methods of delivery (Open Learning), and be prepared to undertake an across the College activity, such as Marketing & Publicity, Curriculum Development or Learning Resources.

Application forms and further details (send s.a.e.) are available from The Principal, Filton Technical College, Filton Avenue, Bristol BS12 7AT. Completed forms returnable by 14th January 1987.

Avon is an Equal Opportunities Employer. (04987)

## LECTURER I IN NURSING STUDIES

Lecturer Grade I; £6,843 — £11,865 (£13,656)

Applications are invited from Registered Nurse Tutors who would be able to contribute not only to existing courses, e.g. University of London Diploma in Nursing, RNMS, ENB Introduction to Research and ENB Practice Nurses, but also to a number of interesting course developments in the field of nursing studies.

Application forms and further particulars may be obtained by sending a large stamped addressed envelope to the Chief Administrative Officer, Norwich City College of Further and Higher Education, Ipswich Road, Norwich NR2 2LJ to whom completed forms should be returned within 14 days of the appearance of this advertisement.

Norfolk County Council
Norwich City College of Further & Higher Education



ATHROFA GOGLEDD DDWYRAIN CYMRU
NEWI
THE NORTH EAST WALES INSTITUTE OF HIGHER EDUCATION

**COLLEGE OF ART AND DESIGN TECHNOLOGY, WREXHAM, CLWYD**

## LECTURER 1 IN 3D DESIGN

**£6,843 – £11,865.**

Applications are invited for the post of Lecturer I in 3 Dimensional Design to teach primarily at B/Tec Diploma Level.
**Further details and application form available from the Registrar, The North East Wales Institute, Cartrefle, Wrexham, Clwyd. Tel: Wrexham 359221. Closing date for receipt of applications 16th January 1987.**

**CONNAY'S QUAY, DEESIDE, CLWYD**

## LECTURER GRADE I IN MECHANICAL AND PRODUCTION ENGINEERING

Applicants should be well qualified and have relevant experience of industry. The person appointed will be required to teach both theoretical and practical work on craft and technician courses. The ability to assist with Aeronautical Engineering subjects would be an advantage.

## LECTURER GRADE I IN ELECTRICAL AND ELECTRONIC ENGINEERING

Teaching duties will be required across a range of Electrical and Electronic Engineering courses, mainly at a non-advanced level. Applicants should hold appropriate qualifications together with wide industrial experience. A teaching qualification or previous experience would be advantageous.

## LECTURER GRADE I IN ENGLISH AND COMMUNICATION

The successful candidate will be required to teach English to G.C.S.E., G.C.E., ordinary and advanced levels, and to a wide range of vocational and professional courses. Some experience of further education teaching and particularly of BTEC courses is essential.

**Further details and application forms for above posts available from the Registrar, The North East Wales Institute, Connah's Quay, Deeside, Clwyd. Tel: Deeside 817531 Extn. 254. Closing date for receipt of applications 16th January 1987.**

**PLAS COCH, WREXHAM, CLWYD**

## LECTURER GRADE I IN ELECTRICAL AND ELECTRONIC ENGINEERING

Applicants should be well qualified and have relevant experience of industry. The person appointed will be required to teach both theoretical and practical work on craft and technician courses. The ability to offer Electronic Servicing subjects would be an advantage.

## LECTURER I IN BAKERY PATISSERIE SUBJECTS

Applications are invited from suitably qualified persons to teach both practical and theoretical aspects of professional bakery and flour confectionery to full-time and part-time students on the C.G.L.I. 120 Bakery and C.G.L.I. 121 Design and Decoration of Flour Confectionery certificate courses, as well as specialist patisserie work appropriate to BTEC and C.G.L.I. 705/706 schemes for catering students. Practical experience of the Bakery and Catering industries is desirable. Previous teaching experience and qualification would be an advantage.

**Further details and application forms for above posts available from the Registrar, The North East Wales Institute, Plas Coch, Wrexham, Clwyd. Tel: Wrexham 356601. Closing date for receipt of applications 16th January 1987.** (02188)

ATHROFA GOGLEDD DDWYRAIN CYMRU
NEWI
THE NORTH EAST WALES INSTITUTE OF HIGHER EDUCATION

**CONNAH'S QUAY, DEESIDE, CLWYD
SCHOOL OF COMMERCE**

## LECTURER GRADE I IN BUSINESS STUDIES

**£6,843–£11,865**

Applications are invited from suitably qualified persons for the post of full-time permanent lecturer in Business Studies at the North East Wales Institute, Deeside.
The successful candidate will be expected to teach Accounts to G.C.E. 'A'-level standard, and to assist with other business subjects on BTEC, Secretarial and Youth Training Scheme courses.

**Full details and an application form can be obtained from the Registrar, North East Wales Institute of Higher Education, Connah's Quay, Deeside, Clwyd CH5 4BR. Tel: Deeside 817531, Extn. 254. Closing date for receipt of applications 16th January 1987.** (02187)

# Fellowships, Studentships and Research Awards

**CAMBRIDGE**

JESUS COLLEGE

Jesus College proposes to elect up to three Fellow-Commoners from those teaching in the Secondary Education System, for one term each during the academical year 1987-88. They will enjoy the privileges of a Fellow (i.e. free rooms and dinners) and will receive an additional allowance of up to £290. These Commonerships are approved by the Department of Education and Science as One-Term Full-Time Courses; and they are awarded for advanced study or writing.

Application forms may be obtained from the Master's Secretary and should be returned by 1 March 1987.

(NB It is advisable for prospective applicants to apply for secondment by their Local Education Authority well in advance). (36130) 300000

# Colleges of Higher Education

## Other Appointments

**WEST SUSSEX**

WEST SUSSEX INSTITUTE OF HIGHER EDUCATION
(Incorporating Bishop Otter College, Chichester and Bognor Regis College)

SENIOR LECTURER/ CONSULTANT IN SPECIAL EDUCATIONAL NEEDS

Applications are invited for the above post for an initial period of three years commencing 1st April 1987. The successful candidate will contribute to both INSET and initial teacher training in the field of Special Educational Needs.

Recent school experience in the field of Special Educational Needs in special and ordinary schools and an advanced qualification in S.E.N. are essential.

Further details and application forms are available from the Director's Secretary, West Sussex Institute of Higher Education, The Dome, Upper Bognor Regis Road, Bognor Regis, West Sussex PO21 1HR (Tel: 0243 865581). The closing date for applications is Monday 19th January 1987. (37047) 340036

# Youth and Community Service

**BOSTON**
BOROUGH OF BOSTON
FENSIDE COMMUNITY CENTRE
Boston
YOUTH WORKER AND COMMUNITY CENTRE WARDEN
Applications are invited for this appointment at a salary grade 3 - J.N.C. for Youth Workers and Community Centre Wardens, steps 1-5 (£9,054 - £10,122), plus £500 per annum in lieu of any overtime worked.
J.N.C. approved qualification for Youth Workers preferred.
Two references required. Further details from the Chief Executive, Munipal Buildings, West Street, Boston, Lincolnshire. Closing date 21st January 1987.
R. Ernest Coley, Chief Executive. (37156) 440000

**MIDDLESEX**

BRADY MACCABI YOUTH & COMMUNITY CENTRE
Edgware, Middlesex

Require qualified Youth Worker aged 23 plus. Salary according to JNC Scale.

For full details telephone Director: Sonia Muscovitch 01-952 2948. (37131) 440000

# Overseas Appointments

**ARGENTINA**

ST. HILDA'S COLLEGE
Buenos Aires

Co-educational suburban day school (440 or) seeks for Easter 1987 or earlier if possible:

1) Biology to A level, some Maths to pre O.

2) Maths to A level, hopefully some Economics.

This is a long-established school of considerable reputation. Candidates should be well-qualified and experienced. Benefits include free passages, furnished accommodation, medical care. Interviews London early February.

Please send CV and 2 referees to Miss D. Heard, Gabbitas-Thring Recruitment, 6-8 Sackville Street, London W1X 2BR. Tel: (01) 734 0161. (37175) 460000

**BELGIUM**
Brussels Language School requires experienced TEFL Teachers. Business courses for adults, good atmosphere, to start a.s.a.p.
Please reply with Tel. No. to Box TES 00639, Priory House, St John's Lane, EC1M 4BX. (45872) 460000

**CHRISTIAN TEACHERS FOR AFRICA**
To teach Biology, Chemistry, Agriculture, TESL, Arts and Commercial Subjects in Secondary Schools. Secondary teacher of the blind and Carpentry Instructors also needed.
Volunteer terms - two year contracts - air fares, preparation course, insurance and overseas allowance provided.
Apply to: Volunteer Missionary Movement, Shenley Lane, London Colney, St. Albans, Herts. AL2 1AR. Tel: Bowmansgreen (0727) 24853. (17282) 460000

**FRANCE**
Urgent. School of English for adults needs native speaker EFL teacher.
Apply directly with photo to: The McKees, 25 rue Lyautey, 54000 NANCY. Tel: 83 35 04 84. (37186) 460000

**KENYA**
GREENACRES SCHOOL
Nairobi, Kenya
Are looking for a suitably qualified and experienced teacher of French and German to O Level standard for January 1987.
Applications should be by letter to the Headmaster and include c.v., photograph and names and addresses of two referees and sent to P.O. Box 46919, Nairobi, Kenya. (37040) 460000

MINISTRY OF DEFENCE
SERVICE CHILDREN'S EDUCATION AUTHORITY

## Vacancies for Middle and Secondary Teachers
**April 1987**

**MA.1 CDT**
**Scale 1 – Dalton Middle School, Ratingen**

A teacher is required with experience in Wood, Metal and plastic and an interest in light craft skills. Class teacher responsibilities may be required in addition to curriculum role.

**S.1 Business Studies**
**Scale 1 – Prince Rupert School, Rinteln**

Office skills are essential and the successful candidate will offer a wide range of Business Studies subjects. Knowledge of current developments, Kelsey package, CPVE and commercial experience highly desirable.

**S.2 Business Studies**
**Scale 1 – Kent School/Windsor School**

A teacher is required who can offer a Combination of O/A Business Studies and Accounting, Keyboarding, Word Processing, Audio typing, Shorthand, Commerce and Office Practice. An interest in BTEC/CPVE advantageous.

*Applications are also invited from teachers of other subjects and from Primary (especially Infant) teachers. All applications remain under consideration for one year after receipt.*

**CONDITIONS OF SERVICE**

Salary is in accordance with the current Burnham Scales. In addition, the London Area Allowance is payable.

**Superannuation** normal rights are safeguarded.

**Foreign Service Allowance** A tax free allowance is payable

**Accommodation** is normally provided rent free.

**Duration of Engagement** initially for a period of 3 years.

All applications should offer at least 2 years experience in a UK School and be under 47 years at the start of an engagement.

**Request for an application form and further details should be made in writing to: Service Children's Education Authority, 2A MOD/2/72 HQ DAEd, Court Road, Eltham, London, SE9 5NR (Tel: 01-859 2112 Ext: 224/206).**

**The closing date for completed application forms is Monday 19th January 1987.** (02140)

SCEA

## JAPAN ENGLISH LANGUAGE TEACHING

We are recruiting experienced English teachers for our schools in the Tokyo area.

**Duties**
Prime duties will consist of preparing lessons, five hours teaching per day and assisting in curriculum development. Candidates will be expected to be competent at both junior and adult levels.

**Qualifications Needed**
Applicants should have a degree, TEFL qualifications and at least 1 year's TEFL experience. Preferred age range 24-30

**Terms**
The school is offering a salary of ¥2,880,000 pa, an outward air ticket, and a bonus of ¥100,000 at completion of contract. Teachers are entitled to approx. 8 weeks annual holiday (inclusive of Japanese national holidays). The school will assist in housing arrangements.

A 12 month contract is envisaged commencing April 1987. Interviews will be held in London in January.

**Apply in writing enclosing CV and photograph to: The Director, QE Language Schools (UK, 61 New Park Street, Devizes, Wiltshire SN10 1DP** (02145)

QE キュー・イー英会話学院

## SWITZERLAND – AIGLON COLLEGE

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Applicants will be expected to have the Diploma in Careers Guidance.
We pursue a policy of equal opportunity applications particularly welcome from people with disabilities.
For further information and application form, please contact Mrs. Liz Chubb, Divisional Administrative Assistant, Divisional Careers Office, 9-11 Church Street, Basingstoke, Hants. Tel: Basingstoke 55724 reference No. 6893.
Closing date for applications 19th January, 1987. (37160) 480000

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## Administration General

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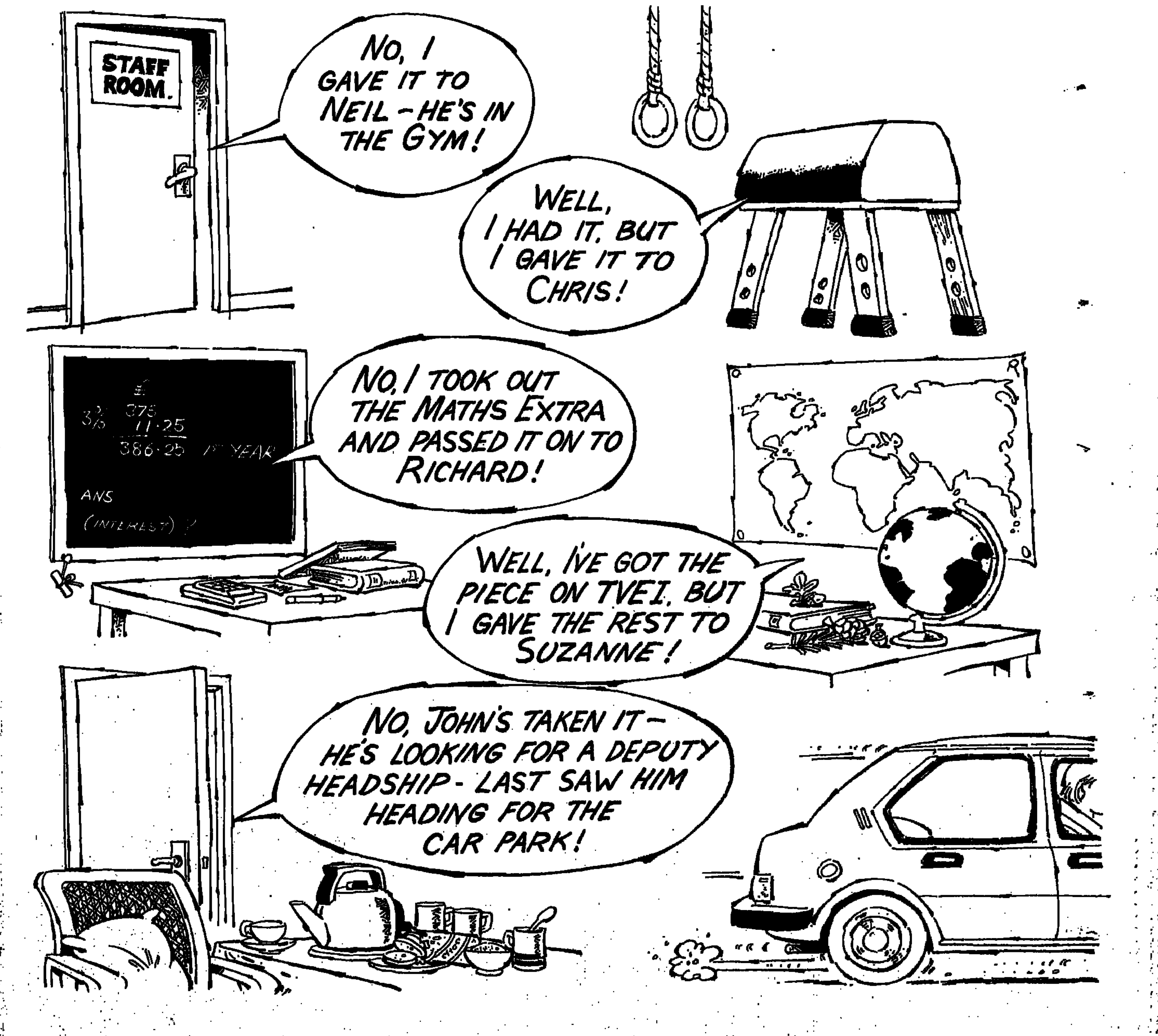
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The postholder is required to undertake the full range of duties of a Careers Officer.
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Informal enquiries for more detailed information may be made to Mr. D. Ayrton, Area Careers Officer, Bury St. Edmunds (0284) 66493.
Application forms and further details are available from the Western Area Education Officer, Shire Hall, Bury St. Edmunds IP33 1RX (s.a.e. please).
Closing date: 12th January 1987. (02126)

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## PERSONAL COLUMN

# All and nothing



RICHARD JAMESON

**'The local authorities are caught between the Elizabeth House Bonapartists and the *sans culottes* at the school gates'**

Not long before Christmas 1952 I started work in the Ministry of Education. The minister was Florence Horsbrugh, then not even in Churchill's last Cabinet. When I left the DES in 1984 (for two final years in the Treasury), the Secretary of State was Sir Keith Joseph, high in the Cabinet pecking order. What else had changed and why?

First, the Department's move in the early 1970s from what a former Cabinet secretary called "the wrong side of the Park" in Curzon Street to the topless towers of Elizabeth House, much closer to Whitehall, was an important symbol. In the 1950s, our main links were with local authorities and others outside London. In my time, in Florence Horsbrugh's private office, she hardly saw another minister except when she was invited to Cabinet meetings. And until 1958, the whole of Exchequer support for local education authorities took the form of a specific education grant. We lived in our own educational world.

More importantly, interest in the purposes of education has increased enormously. In the early post-war period, the preoccupations – of ministers, l.e.a.s, Parliament, press and public – were with buildings and teachers needed to cope with the rise in the birth-rate which first hit the schools in 1951. As a very new official, I was almost wholly engaged in helping to ration available building resources between competing claimants – and in answering letters from indignant parents who wanted to know why classes (often with more than 40 pupils) were so large and buildings so inadequate.

All this began to change with the arrival of David Eccles in 1954. The needs of the schools were still pressing, but he had a wider vision. He was one of the first to say, unfashionably in those days (and these), that Britain's future lay with the Common Market and civil nuclear power. And he was clear that, to make a success of both, we needed not only more scientists and engineers but also a better trained workforce. Out of that grew the colleges of advanced technology and, belatedly, a good deal more.

After Eccles, the pace quickened. The Robbins Committee, for which I worked in 1963, is usually remembered for its advocacy of an expansion of higher education. But at least as important was the acceptance by Sir Alec Douglas-Home's government of the minority report (by Harold Shearman of the London County Council) in favour of bringing the universities and the research councils under the umbrella of the new DES – instead of creating, as all the rest of the committee proposed, a separate ministry of higher education and science. This meant that the universities, for the first time, would be competing for resources with nursery education and the rest of the educational system.

Tony Crosland was the most charismatic secretary of state of the four in the Labour governments of 1964–70. He infected most of us, and many outside too, with his passionate belief that good education for all was the key not only to greater equality but also to economic growth. That was the period in which John Vaizey made a name for himself with *The Economics of Education* and Chelly Halsey was in his element as a social engineer. Both were often in Crosland's company: sometimes the civil servants almost seemed unnecessary.

Devaluation in 1967 was followed by a more austere climate, with Roy Jenkins as Chancellor and the postponement of the raising of the school-leaving age to 16. But Margaret Thatcher's years at the DES were marked, until the oil crisis at the end of 1973, by renewed optimism and by faster growth in expenditure on education than ever before or since. By then I was concerned with nursery education, and was one of many involved in the work that led up to the White Paper on *Education: a Framework for Expansion* in December 1972.

I spent six years, from 1978 to 1984, as the DES's principal finance officer – or Accountant General, to give the post its ancient title which always bothered the real professionals in the Chartered Institute of Public Finance and Accountancy – first with Shirley Williams and then with Mark Carlisle and Keith Joseph. We are too close to those years for me to offer a fair appraisal of them or of the principal characters. But two things stand out in my mind.

The old certainties of the 1960s and early 1970s that resources alone would do the trick rapidly faded, right across the political spectrum. From James Callaghan's Ruskin speech in 1976 and the Yellow Paper, on the deficiencies of state education, this disillusionment is well documented. The DES, for the first time, began to take an effective interest in what was taught (and examined) in the schools, with the formidable Sheila Browne – picked out early for promotion by Margaret Thatcher – in the van as Senior Chief Inspector.

And there was a growing impatience, inside and outside Elizabeth House, with the old concept of partnership between the Department and l.e.a.s which had dominated the 1950s and 1960s. The replacement of specific grants for education and other services in 1958 by a general grant-in-aid of almost all local authority expenditure had not starved the system of resources: on the contrary, spending on education rose rapidly in real terms over the following 15 years. But, as money became tight in the 1970s just as expectations of parents and employers were growing fast, ministers and some civil servants became eager to direct marginal spending to their chosen priorities.

Ironically, the decisive change did not come with the interventionist Shirley Williams, who was thwarted even in an attempt to secure a modest specific grant for in-service training. It was Keith Joseph, theoretical believer in "small government" and the dispersal of power, but also a great pragmatist, who really began the erosion of the l.e.a.s' ascendancy.

We had first the Manpower Services Commission's funding of the Technical and Vocational Education Initiative – the faces of the local authority representatives when he and David Young told them of their plans ought to have been filmed. Then in quick succession came education support grants, the transfer of funding of part of non-advanced further education to the MSC, the much-enlarged specific grant for in-service training, the proposed city technology colleges, and Kenneth Baker's draconian Bill on teachers' pay.

Only the other day, the Secretary of State promised us another Bill, after the election, which would prescribe a national curriculum – a new Code Napoléon. It will be surprising if 1987 does not see more of the same, side by side with an enhanced role for governing bodies as they begin to use the powers given them by the 1986 Education Act. The local authorities are caught between the Elizabeth House Bonapartists and the *sans culottes* at the school gates. For the l.e.a.s, it is not much of a prospect.

### NEXT WEEK

**Conference reports**
Ian Nash at the Association of Science Education conference in Cardiff and Jeremy Sutcliffe at the North of England conference in Rotherham

**Quiet flow the dons**
Teachers had to strike for more pay, but university lecturers find more subtle ways of increasing their income

**EXTRA:** Travel

## NOTICEBOARD

### PEOPLE...

**Mrs Jacqueline Anderson**, vice-principal of Cheltenham Ladies' College, to be head of King's high school, Warwick, on the retirement of **Miss Maureen Leahy** next July.
**Mr Gerry Miller**, academic registrar of Wolverhampton Polytechnic, to be secretary and registrar of the North East London Polytechnic from next February.
**Mr Graham Searle**, head of Colston's school, Bristol, to be director of the Independent Schools Careers Service from next April, in succession to **Mr Rodney Exton**.
**Marian Metcalfe**, an East Sussex music teacher, has won the Rymen New Writers' Award for 1986 for the best novel by a previously unpublished writer. *Come the Morning* was originally conceived as part of a tutorial assignment for a University of Sussex MA degree.

### CONFERENCES...

*January 30*
National Association for Pastoral Care in Education north regional conference at Graham House, Newcastle upon Tyne, on *Teacher appraisal*. Contributors include Richard Houlden and Dr Peter Matthews. Details from Gordon Watson-Broughton, Course Co-ordinator, Ponteland county high school, Ponteland, Newcastle upon Tyne.
*January 31*
*Dyslexia: progress in practice* at the Roehampton Institute. Fee £8. Details from Dr Roy Evans, School of Education, Southlands College, Wimbledon Parkside, London SW19 5NN.
*February 11*
*Fitness – an attainable goal for all* at Loughborough University of Technology. Speaker: Dr Adrianne Hardman. Fee £3. Details from Dr Leo Baric, Secretary, Institute of Health Education, 14 High Elms Road, Hale Barns, Cheshire WA15 0HS.

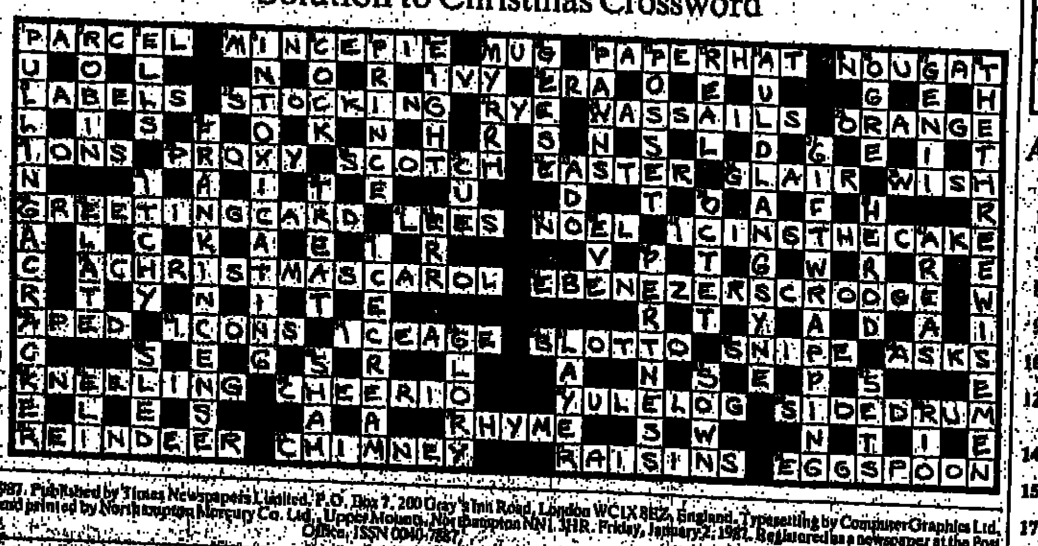
### EVENTS...

*January 2, 3, 4*
Drama workshops for 16 to 18-year-olds at the National Portrait Gallery on body language. Check for space first on 930 1552.
*January 16*
Eugene Ionesco, the playwright, will visit the Riverside Studios, Hammersmith, to take part in a symposium to coincide with the British premiere of his play, *Journeys Among the Dead*. The production runs from January 15 to 31 and is mounted by BP Springboard.
*January 18–25*
International storytelling festival at Watermans Arts Centre, 40 High Street, Brentford, Middlesex TW8 0DS.

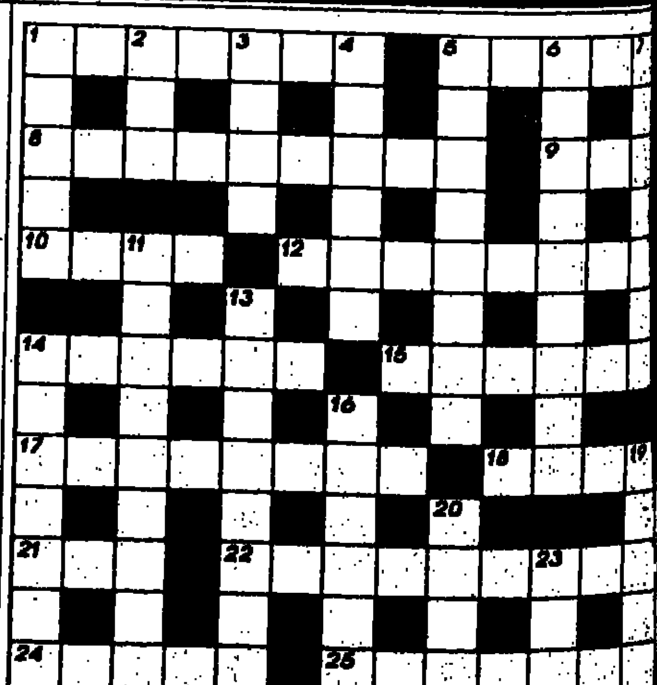
### PUBLICATIONS...

*Hertis: the development of a library network* has been published to mark the 30th anniversary of Hertfordshire's information service to industry and educational service to further and higher education. It costs £5 and is published by Hertis, Hatfield Polytechnic, PO Box 110, Hatfield, Herts AL10 9AD.
*Shakespeare and Schools*
The Shakespeare and Schools Project publishes a termly newsletter to help teachers enable their pupils to have more imaginative and meaningful encounters with Shakespeare. Subscriptions, £5 a year, from Fiona Wiedeking, Project Secretary, Shakespeare and Schools, Cambridge Institute of Education, Shaftesbury Road, Cambridge CB2 2BX.
*Media systems GCSE*
Ysgol Emrys ap Iwan, Abergele, Clwyd, has published a booklet outlining its GCSE media systems Mode 3 modular course with full unit accreditation. It has been approved by the Welsh Joint Education Committee. It costs £2.50 and is available from the school.

### Solution to Christmas Crossword



### No 286 CROSSWORD by Rufus



**Across**
1 Arranged several displays (7)
5 King-size is unusually large (5)
8 Understanding the crowd (9)
9 He works hard and may be tipped (3)
10 He ruled in one Roman era (4)
12 One blow after another makes great entertainment (5-3)
14 Search for one drink after another (6)
15 Fear of a mischievous child? (6)
17 Take care if it changes – it's a trick (8)
18 New-made liquor (4)
21 Comb manufacturer (3)
22 A call for military revolution (5, 4)
24 Plunder abounding about Leatherhead (5)
25 Unusually angered and upset (7)

**Down**
1 Wild anger of Lear's daughter (5)
2 He deals with beastly complaints (3)
3 Pronounced fit to be the first murder victim (4)
4 A bad mark for the errant magistrate lacking rebuke (6)
5 A teacher may call a set of notes (8)
6 The present should have no examination (4-5)
7 It may be obtained from the girl at the tobacconist's (7)
11 Boar's feet cooked as traditional English fare (5, 4)
13 Sam feels different but isn't (4-4)
14 Music room (7)
16 A county ring road grant? (6)
19 Needs organizing being stupid (5)
20 It may guide the traveller over deserts (4)
23 High-class navy vessel (3)

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THE TIMES
# Educational Supplement
FRIDAY JANUARY 9 1987 NUMBER 3680 FIRST PUBLISHED 1910 PRICE 60p

# Walk-outs threatened over safety hazards

by Sarah Bayliss

Teachers in Cumbria are threatening to walk out of dilapidated schools that have become potential death-traps.

The county's teacher leaders say conditions in some school buildings are so hazardous that action is almost inevitable, if only to bring home the crisis to parents, politicians and the Department of Education.

Electrical faults, falling masonry, boiler fumes, unhygienic toilets and laboratories, and the absence of fire escapes and alarms are among the potential dangers cited.

Mr Terry Buckley, NUT county secretary, said this week that unless local and central government took immediate steps to finance an emergency improvement programme, schools would close.

"It is their last chance. Otherwise the teacher associations will have to consider withdrawing members from the worst schools, not only to protect their own interests but also those of the children in their care."

Mr Buckley, who claimed his union had been campaigning for five years for safer conditions, said that if certain hazards were not dealt with by April, the NUT woul begin to alert parents to the dangers their children faced in particular schools.

He declined to name two infant departments where the position of a boiler and the absence of fire escapes were considered by teachers to be potentially lethal. Unusually, the NUT is currently conducting a county-wide survey of fire risks in schools.

Mr Buckley stressed there was no dispute with Cumbria's education officers whose chief, Mr Peter Boulter, recently presented a persuasive case for greater safety measures.

In his annual safety report three weeks ago Mr Boulter spelled out a "vast" health and safety problem in old and deteriorating buildings with too little being done too late, and regulations being ignored against the advice of fire, health and safety and environmental officers.

"The alternative," he wrote, "is to restrict our activities and close down substantial areas, leaving us unable to fulfil our statutory obligations to provide an education service."

Mr Boulter warned councillors that because there had been few accidents they had been lulled into a false sense of security. But now that safety standards in hotels, factories and other public buildings were very high, parents, staff and governors were beginning to express "utter disbelief" over the handling of school safety.

Mr Boulter's report catalogued the following hazards:
☐ more than 100 multi-storey school buildings with only one staircase and no fire escapes or alarms;
☐ a slow process of fire inspection and 1,000 school properties yet to be inspected;
☐ some classrooms suffering from boiler fumes – one boilerman has been overcome twice by fumes;
☐ dust levels in workshops up to 17 times the permissible factory standard and medical advice that this was affecting the health of some staff;
☐ inadequate facilities for handling laboratory chemicals but pressure from exam syllabuses to increase practical work;
☐ a random electrical test in one secondary school which failed 95 out of 218 portable appliances including kettles, televisions and soldering irons;
☐ untested stage lighting in many schools with unknown risks and one district where the test had been applied and no school passed;
☐ badly cleaned and dangerously slippery floors and examples of disabled children unable to use crutches and wheelchairs;
☐ all 30 county school pools well below the lifeguard standard.

Councillors of all parties on Cumbria's education resources subcommittee accepted all of Mr Boulter's recommendations including the need for a new policy statement on minimum standards of safety and £1 million extra finance for the coming year.

The request for extra funds will be debated by the education committee on January 22 and full council on February 18.

Mr John Atkinson, the hung council's Labour education chairman, said: "The situation is frightening and we have been lucky to avoid a major accident so far. We are crossing our fingers for a change in central government and touching wood that no serious incident will occur". He believed similar problems could be found in other authorities but not on such a large scale.

"The chief responsibility must lie with central government which has consistently reduced by millions the amount of money we can spend on buildings in revenue and capital terms".



**Work shadowing: cleaning inside a brewing copper – one of the pictures on show at The Photographers' Gallery, Great Newport Street, London. It is part of an exhibition to mark the end of Industry Year and was taken by Walter Nurnberg, former principal of the Guildford School of Photography. The exhibition is in London until January 31 when it begins a year-long tour of England and Wales. An industrialist looks at schools, page 22.**

# CEO resigns after departmental inquiry

by Sue Surkes

Newcastle upon Tyne's director of education Mr Bryan O'Reilly has resigned following an investigation into the running of his department.

Mr Jeremy Beecham, the council's leader, would not comment on the reasons behind the resignation. But according to Mr John Shipley, the Alliance group leader, it followed directly from the outcome of the inquiry.

Mr Geoff Cook, the city's chief executive, was asked to look into the organization of the education department and to probe revelations that honoraria payments of £20,000 had been made to 35 members of staff, Mr Shipley said. Mr O'Reilly received £2,000, his deputy £1,500 and his assistants £1,000 each. The payments were for increased work pressures.

Mr Shipley said the payments to the director and deputy director had been authorized by Mrs Joan Lamb, the education committee chair, and two of her vice-chairs without the knowledge of other committee members or the policy and resources committee.

The payments to other staff members were authorized by the same education committee members on the recommendation of Mr O'Reilly, he added.

Mr Beecham told *The TES* that Mrs Lamb had assumed she was allowed to sanction such payments to chief officers as she was to junior staff. And Mr Shipley stressed that "there is no corruption here," adding that the director and his deputy had agreed to repay the sums they had received.

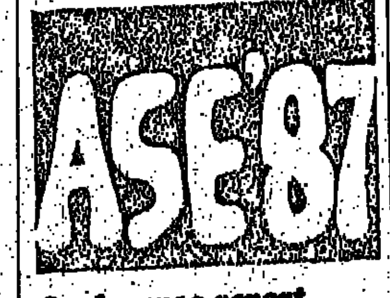
Mr Shipley said a gradual decline in Newcastle pupils' O level performance over the past five years had also caused concern. "It had occurred at a time when the Catholic comprehensives have been doing very much better," he said.

## THIS WEEK

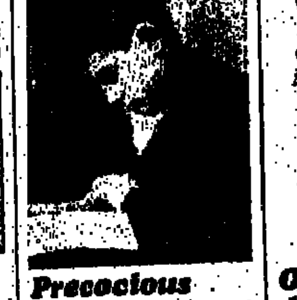

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TIMES PAST — THE TIMES

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# Beyond the Northern line

Today the Secretary of State for Education and Science makes one of his annual "major" speeches on the occasion of his ritual visit to the North of England Conference. Nowadays, ministers who visit the high unemployment areas of the North do so with some trepidation. They seldom have anything to offer their listeners except more blood and tears.

But Sir Keith Joseph scored one of his rare triumphs – at Sheffield in 1984 – when he used this platform to pull together into a coherent whole various initiatives on the curriculum, examinations and work of the teaching profession, which formed the central planks of his education platform.

Sheffield – if you remember – was where Sir Keith tried to mend his fences with the teachers with the nearest thing to an apology for underestimating the difficulty of their tasks and the demands made on them. Unfortunately, his reforming zeal overshadowed this brief period of repentance and his mismanagement of the teachers' pay dispute left him, when his time ran out, at loggerheads with both the teachers and the local authorities.

Mr Kenneth Baker is a more emollient personality and is quicker on his feet as a politician. But he clearly doesn't believe that his standing with his own party or yet in the country would be improved by going out of his way to make peace with the teachers on anyone's terms but his own. And now that the Government has identified the local authorities as a natural focus of popular resentment and hostility – aided by the cavortings of a handful of local Labour parties controlled by the hard Left – Mr Baker sees more mileage in exaggerating his Napoleonic ambitions than in stressing the traditional Conservative belief in the constitutional importance of the decentralization of power and local democracy.

What is certain is that, when Mr Baker gets up to speak today, he will face an audience which is fundamentally hostile to the stance he has so far adopted in his brief period in office. That is to say, even those who welcome Sir Keith Joseph's "reforms" which have yet to work their way through the system; even those who share his view of the kind of salary structure and contract under which teachers should be employed; even those who take a poor view of how the teachers' unions have comported themselves, and regard the local authorities under Mr John Pearman's leadership as politically devious and partisan – even those, in fact, who might be expected to warm to Mr Baker's cheerful pragmatism regard what he proposes to put in place of Burnham as quite unacceptable.

One response to this came in the presidential address by Mr Christopher Price, the ex-Labour MP, one-time parliamentary private secretary to Mr Anthony Crosland, one-time chairman of the House of Commons Select Committee on Education, now director of Leeds Polytechnic and a formidable addition to the political armoury of education in the North.

In a rather disappointing, highly political speech, Mr Price stressed the self-conscious commitment of the northern local education authorities, their historic devotion to education as a local government responsibility, their immunity to the seductive snobbery of the private schools, their suspicion of gimmicks such as the city technology colleges (let alone vouchers) and their earthy awareness that, if educational opportunity and standards are to improve, that will have to be done in the schools they maintain, with or without the encouragement (or hindrance) of the political bosses of Elizabeth House.

It was a knock-about speech. It may be that in their punch-drunk state, the local authority representatives and teachers who form the backbone of the North of England Conference needed cheering up and jollying along. It may be, on the other hand, that it did not greatly help the long-term prospects of this annual get-together which is already too political and not educational enough.

A more measured contribution came from Sir Peter Newsam, the chairman of the Commission for Racial Equality. His knighthood in the New Year's Honours List stood out like a good deed in a not otherwise particularly virtuous world. Neither his career, nor the values for which he has come to stand, fit neatly into the model which our present rulers have sought to hold up for public emulation. It is to the credit of the Home Secretary that this has not prevented Peter Newsam from getting what is eminently his due.

His words at the North of England Conference were aimed primarily at the local education authorities. He urged them to be more genuinely concerned with local needs (not making politics), with the realities of education, not other diversions, and more efficient in their proper exercise of authority. His advice was valuable because it was based on solid experience in London and before that, notably, on Sir Alec Clegg's in West Riding.

Even so, in a somewhat compressed passage relating to "free speech" and the issues raised by the Honeyford or Savary affairs, he appeared to offer illiberal local authorities a blank cheque for stifling any kind of informed criticism from within the education service. The trouble is that without tolerance and restraint on the part of local authorities and a modicum of common sense on the part of their employees, things quickly get out of hand. This would still be the case if the authorities followed Sir Peter's advice – unless, that is, their teachers were all prepared to say nothing and keep their heads down.

## Second opinion

# Horses for courses in fine art

Ever since the Select Committee on Arts and Manufactures of 1836, strenuous efforts have been made to push painting and sculpture courses towards industry and manufacture.

Each time reform has been attempted, these courses have emerged with larger numbers, stronger and more independence and with a wider base of disciplines.

The merger of the National Council for Diplomas in Art and Design with the Council for National Academic Awards was, at the time, strongly resisted, but under CNAA fine art has grown in size and strength.

The vocal opposition to recent proposals does not differentiate between changes that may in some cases be for the best and changes which make cuts which may be for the worst.

If there must be cuts – and the arguments for them are as shaky and devoid of argument as most of the Government's education cuts – then it would be better to reduce the number of courses than to make smaller cuts across the board.

It is a pity that the process of validation by CNAA has not weeded out some of the notoriously poor courses over the years, because then the criteria would have been qualitative. However, with these cuts some mergers are being encouraged.

If all the proposed changes did take place there would still be a diversity of institutions offering fine art courses in the public sector, but we would see some reduction in the menu. Falmouth College of Art will change from a college with one fine art degree to a college of art and design with, perhaps, a better platform for future development.

Falmouth has for a number of years provided an intimate college, excellent for some students, in a particularly beautiful county. It is a one-off. Was the change really necessary?

Another monotechnic which may change is Wimbledon, where a merger with Kingston Polytechnic, which has some excellent degree courses in art and design, is envisaged. Still with the London art colleges now in the London Institute, Wimbledon, as a small college, has a particular quality to offer. It is this that I want to preserve. I don't believe the courses themselves need suffer if these mergers go through.

Since degree level courses were established under the NCDAD there has been a rapid expansion in the number of students recruited to the system, with an initially large increase in resources followed by their gradual erosion.

One of the strategies for dealing with this has been to build up substantial libraries and to concentrate on students developing study skills which allow courses to operate with fewer staff.

This has not led to a deterioration in standards and there is no evidence to support claims of a direct relationship between the number of staff employed and the quality of the students produced.

However, the implication is that you need a large number of students to justify the adequate stocking and staffing of the library, the establishment of computer centres, counselling, careers advice and so on.

It therefore seems a sensible policy to increase student numbers in some institutions, even if this is by mergers or cutting courses. It also means that with this higher student number, but with a reduced staff-student ratio, there can still be a sufficient range of staff. Within the constraints imposed on it this is the line which the National Advisory Body has followed.

**Robin Plummer**

*Professor Plummer is Dean of the Faculty of Art and Design at Brighton Polytechnic.*

## COMMENT

# Heads observed

The research team which brought us POST, the report on headteacher selection which characterized the process as "a shot in the dark", has now shone its investigative light on to the way heads work (page 11).

In spite of their own experience and the findings of others before them, the researchers seem to have been unprepared for the extent of the differences they found between Government expectations and performance.

Their own homework on *Ten Good Schools*, *Teaching Quality* and *Better Schools*, provided them with a blueprint for a head with the required qualities of leadership, who would spend time observing staff in the classroom, evaluating the quality of departments, and initiating a systematic curriculum review.

But the reality they discovered, was that their daily work was fragmented, "people-intensive", and dominated by a varied range of (often trivial) tasks.

The most common pattern was for so much time to be spent on routine administration, classroom teaching, or simply reacting to people and events that few opportunities were created to develop strategies or to think out ideas on policy and practice.

Although the sample is small, the account which emerges will be convincing both to other heads and to anyone else who has been able to play the fly-on-the-wall role in a head's study, and realize how optimistic it must be to expect heads to engage in much systematic thinking about the future (or even the present), when every day is largely an exercise in crisis management and damage limitation.

Much of the observation took place during the past two years of industrial action, which the researchers note tended to accentuate heads' normal styles and make them more likely to seek support among their peers.

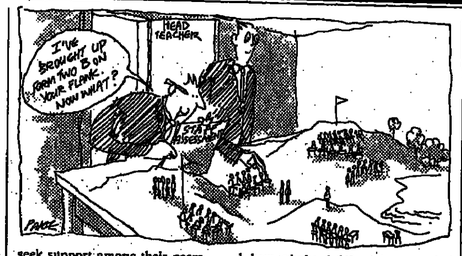
The way in which industrial unrest has increased the conflicting demands from staff, pupils, parents and l.e.a.s, emphasizes the uncertainties that the researchers uncovered in heads about the boundaries of their job.

Without even the baseline of a formal job description, and clarification of roles and responsibilities, how do you begin to train for headship, let alone appraise? And although the authors are mainly concerned that heads are evidently not carrying out the necessary exercises to appraise their own teaching staff, they have also discovered that the tools for appraising heads themselves are missing.

Perhaps the most telling evidence of uncertainty in the face of increasing pressure is the tendency of heads to spend so much of their time in classroom teaching, which they argue is necessary to maintain credibility with their own staff, but which also serves as therapy and escape hatch.

Even so, the authentic portraits of heads at work which leap from these pages are of successful, even impressive, practitioners by most standards, with varied techniques for dealing with a multiplicity of pressures.

There is no doubt that the demands on heads have increased since the research was completed, and that the authors' message about clear definition of roles and responsibilities will have to be heeded if training, appraisal and new financial responsibilities are to make any sense.




# A pound of flesh

It does not take "local financial management" to bring home, at the level of the individual school, what is happening to the cost of examinations. Take one 1,700-strong comprehensive school with a fifth-form of 300 and 100 in the upper-sixth. This school estimates the cost of examination fees for 1987 at £28,000 – no less than one-fifth up on 1986.

The examination machine rolls on and its acolytes will say with good reason that it is no good complaining about the costs at this stage; to conduct high quality external examinations is bound to be expensive.

True, the cost of GCSE will be higher than GCE or CSE and there are big development costs to take care of. But exam boards got away with murder in the past, exploiting teachers' willingness to mark scripts in the summer for pin money. If anything fees have been too low, not too high. The extension of continuous assessment and the increased marking commitments this imposes on teachers raise the question of whether pay-ments for such work should continue. The draft teachers' contract specifically requires them to "assess, record and report on the development, progress and attainment of pupils". There seems little doubt that this covers continuous assessment for GCSE.

The exam boards are prepared to draw a distinction between extra administration and assessment but this may only lead into a deeper area of confusion. In the present climate the door seems open for long and profitless argument.

But while it seems quite clear (at least to those who are not in any way involved) that assessment is part of the teacher's professional task – at least, as far as his or her own pupils are concerned – it is also quite obvious that the examination system is wholly dependent on the out-of-school, and out-of-term, activities of examiners hired by the exam boards to mark scripts. This is something which is governed by a quite separate contract between the exam board and the individual teacher.

The introduction of the new exam is the time for teachers to say, firmly and collectively, that this script-marking must now be properly paid for – that the exploitation must now come to an end. This will undoubtedly put up the costs of exams, but the Government cannot have it both ways. If the new teachers' contract is to be tough, then the teachers should get tough with the exam boards.

## ooo no comment

"Any child can immediately calculate by using formula (1) ($E_{max} = v.r.o(A)$ that for $v = V = 300km/s$, $l = 100A$, $b = 14.8cm$, $b_o = 0.2cm$, (so that $\ln(2b/b_o) = \ln148 = 5$) the induced tension will be 60V."

From three-page advertisement by physicist Stefan Marinov in *New Scientist*, December 18, pleading for his perpetuum mobile papers to be published.



## NEWS

# Brent likely to drop governors' investigation

**by Jeremy Sutcliffe**

Brent education authority is ready to drop its threatened investigation into the role of the governing body of Sudbury infants' school.

Although not confirmed – the council is officially awaiting the outcome of legal advice from its solicitors – the decision to drop the investigation effectively means the end of the affair as far as the council is concerned.

But the matter does not rest there. Both the head at the centre of the row, Miss Maureen McGoldrick, and her union, the National Union of Teachers, are still pressing for a public inquiry into the authority's handling of the matter.

Last month Brent education committee approved a report from its *ad hoc* disciplinary sub-committee which called for an investigation of some of the governors' role in the row.

Officers and councillors now appear to agree that the issue has become so confused by accusation and counter accusation that it would be impossible to get to the bottom of it.

Miss McGoldrick was suspended last July after she was accused by a council official of saying she did not want any more black teachers at her school.

She has consistently denied the allegation, and has received the backing of her school governors, parents and Brent teachers.

The council rejected the governors' recommendation in August that she had no case to answer and that she be returned to her post, and instead decided to hold a disciplinary inquiry. The inquiry and all proceedings against Miss McGoldrick were dropped last month after the intervention of the Education Secretary.

The Brent NUT secretary, Mr John Poole, said his union would continue to support Miss McGoldrick's attempt to clear her name. She and her union are calling for a joint panel of NUT and l.e.a. nominees to investigate and make recommendations.

"We do not want this to happen ever again, and we want a procedure to make sure nothing like it happens in the future," he said. The chair of Sudbury school governors, Mrs Kawal Singh, a Brent teacher and local NUT president, said she would await an official statement before commenting.

● Brent this week began a two-week induction course for 46 race advisers, ready for deployment in schools to tackle racism. The advisers, all trained teachers with experience in multi-racial schools, were originally qualified for funding by the Home Office under Section 11 of the 1966 Local Government Act. The Government has now asked Brent to clarify their role, after newspaper reports that they would act as "race spies" in schools.



Stage hands: actor Joss Houben gets his pocket picked by a pupil at the Royal School for the Deaf in Derby, during a tour of *GEBB*, a play for deaf and partially hearing children performed by the Rainmaker theatre group.

# Cash injection for Ulster

Craft, design and technology, science, computing and economics will get preferential treatment in a new £5 million vocational educational programme for Northern Ireland secondary schools.

Intended as Ulster's equivalent to the Technical and Vocational Education Initiative, the programme – which represents the biggest injection of funding since 1979 – will provide 50 extra science and technology teachers.

The mathematics and science drive is also being extended to primary schools, where 100 mathematics and science teachers are to give a specialist peripatetic service to a group of five small schools, spending one day a week in each.

The new arrangement will create 35 new jobs in the combined sector, in spite of a 3,000 drop in school enrolments, bringing the number of teachers to 18,500.

Further education colleges will also benefit, with 30 extra lecturers in engineering, business studies and micro-electronics – their first staff increase in six years.

# Island idyll

One of the smallest comprehensives in Britain in the most idyllic of locations appealed this week for a qualified home economics teacher to come to its rescue.

The Isles of Scilly comprehensive, with 127 pupils on roll, urgently requires a teacher for a class of 17 fifth-formers sitting exams this summer. The vacancy has arisen due to the sudden death of their teacher over Christmas.

According to the head Mr Rob Spowart, no one suitably qualified lives on the islands and any enthusiastic applicant would be given help with removal and housing expenses.

# New advice to bolster police links with schools

**by Sarah Bayliss**

New guidelines aimed at reducing hostility and misunderstandings between the Metropolitan Police and young people, especially those from ethnic minorities, are being issued this week.

Every school in London is being sent the guidelines which concede that previous objectives, written in 1979, were "too assertive" and failed to recognize racism as "a major social problem needing specific responses by the police".

The 20-page booklet, *Police and Schools – A Fresh Approach*, was written by a working party set up 18 months ago with most members drawn from the Inner London Education Authority and other education departments of the London boroughs. Of the 25 members, six were from the police force.

The report states that the problems which sometimes exist between police and young people "need to be faced openly and honestly" by both teachers and police.

"Creating the opportunity for dialogue between police and pupils is crucial if problems are to be resolved", the report says.

The Schools Involvement Programme is said to be one of the initiatives at the heart of community policing. Officers chosen by their seniors to go into schools should have the training and time to do the job properly.

"Pupils will have awkward questions and criticisms of the police which need to be honestly discussed".

The guidelines stress that "it is never part of the programme to obtain intelligence about pupils, their families or teachers".

Three main themes are described for primary reception classes up to sixth forms. Broadly these are: how children can protect themselves and each other; the role of the police in the community, including their history, powers and practices; people's related rights, expectations, responsibilities and obligations in society.

# Science educators take tough line on CTCs

**by Ian Nash**

The Association for Science Education, Britain's largest professional association of teachers, has strongly objected to Government plans to set up 20 city technology colleges.

Officers of the organization representing more than 22,000 science teachers, industrialists and scientists took the unprecedented step of responding to proposals prior to discussions in the association's regional committees.

Action was taken in view of the speed with which the Government is pressing ahead with its intentions. But

More ASE conference reports – pages 8, 9

members' attitudes were sounded before a detailed response was sent to Mr Kenneth Baker, the Education Secretary.

A warning that the ASE would take a much tougher line on government proposals came from Professor Paul Black, its former president. In view of developments such as the Technical and Vocational Education Initiative and CTCs "the ASE will be forced to take judgements political in their nature", he told the association's annual conference in Cardiff at the weekend.

The ASE is angry that Mr Baker's plans cut clean across the "science for all" policy developed by the broadest possible partnership within the education profession over the past five years.



Professor Paul Black

The association played a leading part in developing policy and is therefore disturbed that it was not consulted about the plans. Moreover, officers were "concerned at the apparently limited scale of consultation with industry".

A fringe meeting of the conference saw the plans as a cynical political move by Mr Baker, aimed at winning the next general election – a move which would gain unequivocal support from some parts of industry and commerce regardless of educational considerations.

The officers' paper says that just when primary science is taking off, the CTCs will have "negative feedback" on the curriculum as teachers come "under pressure to train for selection to CTCs rather than promote the educational well-being of all their pupils".

At a time when falling rolls were causing pressure on secondary schools to close and amalgamate, CTCs would hasten the process "and thus further diminish freedom of choice for the majority", it says.

If the aims are worthy, they are so "for all pupils and it is not possible to justify provision along these lines for a select few". However, the ASE points out that "undue specialization at too early an age is inappropriate and supported neither by the Department of Education and Science nor this association.".

And while the ASE argues strongly for science for all, it is concerned at a curriculum which over-emphasizes these at the expense of other elements "essential for a rounded education".

Suggestions from the DES that CTCs could have enhanced resources and salaries suggest that existing levels are somehow inadequate. The 1,400 CTC teachers would therefore be a favoured few "while the majority are left to manage as best they can".

The entire proposals are rejected as a divisive move based on the invalid assumption that somehow equal opportunities could be fostered by deliberately creating inequality of provision.

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PLATFORM






The 1980 Act paved the way for recent disputes in Brent (left) and Manchester by failing to give governors a genuine role

# Good news, bad news

**Joan Sallis says that, in spite of some superfluous junk, the 1986 Act remedies abuses and brings in long-awaited reforms**

Did you ever leave a skip outside your house, only to find next morning that instead of waiting to receive the tidy evidence that you were refitting your bathroom, it contained a shabby pram, an ancient mattress, a whalebone corset and sundry tin cans?

If so, you can imagine how the DES must have felt about the 1986 Education Bill. As it stood outside Elizabeth House several passing peers and a few MPs threw in the contents of their ideological attics. It was the junk, unfortunately, which caught the public eye.

Even without the absurd and happily unworkable clauses on sex education, freedom of speech and political indoctrination, there are, of course, things in the Act one would like to change. I hope that we can soon reopen the questions of more teacher representation and a role for pupils, and further advances in church schools.

But it would be a great pity to forget that the Act, badly timed for sure and badly motivated, perhaps, in political terms, nevertheless remedies some abuses and brings some improvements which would have made many mouths water in the late sixties and early seventies when the first moves to reform an ancient and corrupt structure began.

Let us look back at those days, and list the worst features of the system as it was. Schools were grouped for governing purposes in handfuls or hundreds. Many individuals were governors of scores of schools. There was no place for parents or teachers, and it was quite hard to find out how people became governors. Party political patronage was rife.

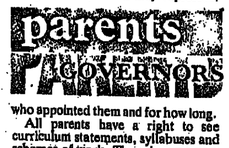
If you were lucky these mysterious people attended your harvest festival and would pat a child on the head if they could find a fairly clean one. They might earnestly pursue the holes in the playground or the dripping taps, but often their role was merely to rubber-stamp decisions made elsewhere. Powers were confused, and there was rarely any real involvement in the school's finance, organization or curriculum.

The only power fully exercised tended to be that of making appointments – how terrifying, given the low level of commitment and knowledge otherwise displayed! Many who worked in the service treated governing boards with contempt. At best they were ceremonial and vaguely supportive. At worst they were offensively irrelevant.

The 1980 Act brought some reforms, but it still allowed local authority – which in some places meant political – domination. It left responsibilities vague. It allowed pairing of primary schools without enough safeguards. It did nothing to ensure fair elections, or to facilitate communication between governors and schools. It gave little thought to the detail of making the governors' role a real one. It left open the door to bitter disputes about the suspension of pupils and the appointment and dismissal of heads – and governors and l.e.a.s in Manchester (Poundswick), Dorset (Weymouth), Bradford, Surrey, Southwark and Brent watched helplessly as their struggles made the headlines.

The 1986 Act gives parents equal shares with l.e.a.s; and provides for community governors to be co-opted by these two groups plus teachers and heads, that is by a majority from the school. It establishes firm procedures for sharing curriculum policy between l.e.a., governors and heads. It lays down some pretty tight procedures for appointments, dismissals and suspensions. Rules about sharing governing boards are stricter, and the vital and sensitive decisions to be made when schools replace or merge with others are put in the hands of carefully constructed caretaker boards.

Parents must be allowed to vote by secret ballot in the privacy of their homes – and return votes by post or pupil – and at last the DES is to give guidelines on elections. Governors must report annually in writing to every parent, and hold a meeting to discuss the report, which among other things must contain information about the governors, whom they represent, who appointed them and for how long.




All parents have a right to see curriculum statements, syllabuses and schemes of work. There is some very thoughtful detail. For example, governors must have *at least* equal representation when selecting heads and these panels have to struggle to consensus, not submit to the big stick of a casting vote. Either group can add up to two names to the short list if they can't agree – this would have solved the Weymouth dispute. If a school has to accept an unwanted redeployed teacher, at least the fact must be reported to the education committee. L.e.a.s may pay out-of-pocket expenses for all governors if they wish, but councillors may no longer claim attendance allowances.

It would be a sad loss if heads and teachers, who have such an opportunity to influence the development of a new system, approached it with negative feelings. The only danger is a fear which turns ordinary human error and misunderstanding into confrontation. My own opinion, based on 17 years of working within one of the new Taylor-made systems in Richmond-upon-Thames, to which, incidentally, there is no evidence of professional hostility, is that if you get rid of the idea of a dominant group, it changes the whole nature of debate, and suddenly all factions, unable to use brute power, start talking about children and learning.

Tact and forbearance will be needed. But no issue which divides parents and teachers is as important as the dangers they face in combining. Within governing bodies the only economics are clumsiness and fear for jobs. Outside are the real enemies: underfunding and esteem; government control of teaching and ultimately of thinking; a deeply divided system in which some have careers, others mere preparation; some have culture and some have competence; some have physics teachers and others have none; some homes fill the gaps and others don't even know there are any gaps.

Teachers, please be positive. Offer your support we could have had after partnership 10 years ago, and welcome that has since bedevilled us might have happened. It is not too late. The alternatives are in any case stark. Whatever one thinks about the idea of governors as agents of accountability, it is hundreds of years old, stretching back long before education for all was in sight. It represents a deeply rooted tradition that the precious but fragile ordinariness must be allowed to sit on expert affairs.

The governing board is no more likely to go away than trial by jury. Its political parties are committed to its active development, but it is teachers' attitudes which will determine whether it is a destructive force or a precious gift for schools. The question is not whether they should share that authority, but with whom. The answer profoundly affects our future.

*Joan Sallis chairs the Campaign for the Advancement of State Education. She has written a full guide to the new Act for the Advisory Centre for Education, available from 18 Victoria Square, London E2 9PB at £2.*



Some heads fill the educational gaps, others don't even know there are gaps

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NEWS

## DIARY

### Desk tennis

One of the last things to leave the desk of Mrs Pauline Perry, chief HMI for teacher training, prior to the Christmas break must have been the report on initial teacher training at the Polytechnic of the South Bank. The inspectors' report echoes many of their chief's concerns: "The small amount of academic work is insufficient to give students a subject consultancy strength . . . Nursery education . . . too short to be effective and not well related to school experience . . . Members of staff . . . all who are concerned with teaching method work have teaching experience but much of this was gained long ago." The report must have been one of the first things to land on the desk of the new director of the poly who arrived this week. As the ex-chief HMI for teacher training Mrs Perry can be confidently expected to do something about it.

### Welsh wars

The polished graffiti artists of the Welsh Language Society have been at work again – daubing the walls of the Welsh Joint Education Committee offices (12 members in court in the next few weeks). Meanwhile, the Language Freedom (from having to learn Welsh at school) Movement is exercised about proposals from Plaid Cymru for a new Welsh Language Act which would drastically increase the range of services public authorities would be forced to provide in Welsh. "There is neither the talent nor the brain-power proficient in the language," is the movement's cheeky message to Mr Nicholas Edwards, Welsh Secretary. And it turns to Welsh Office O and A level statistics to reinforce the point: at the last count 4,500 out of 200,000 O level entries in all subjects were taken in Welsh – and only 320 at A level.

### Bold and retiring

Among those few thousand O level Welsh entries this year will be Aled Jones, already world-famous as the be-cassocked angelic of many a television choral performance and still a 16-year-old boy soprano as *The TES* went to press. (Caution is in order, here. In an exclusive interview in a newspaper last Monday morning he had definitely not retired. By teatime he had.) He is one of the many bilingual pupils at Ysgol David Hughes in Menai Bridge, Anglesey. The voice, for a boy soprano, is a fairly drastic property to break, but young Jones is unconcerned about it: so long as he can go on performing. "I would like to be a chat show host," he is reported to have said. Nor is he over-modest about at what level. "I wouldn't mind doing Terry's job." Is blarney among his 10 O levels next June?

### Beyond belief

"The public expects that every school day there will be a miracle in every classroom. This miracle is that young people will accept the leadership of a solitary man or woman when nothing in their homes, streets, televisions or job prospects encourages them to do so. And the miracles happen. They depend on the charisma of teachers' personalities – something you can't buy, legislate or browbeat. Christian teachers in particular pray for it because they know that in present conditions it takes a power beyond themselves to do the job . . . Teachers are on their own with the superhuman task society expects of them . . . How anyone can face this task without prayer, I don't know. There can be few atheists at the blackboard in 1987." New Year message from Mr Richard Wilkins, general secretary, to members of the Association of Christian Teachers.

**Acronym**

The GCSE was this week accused of a multitude of sins ranging from forcing up examination fees to encouraging the growth of "sloppy, colloquial" English. Reports by James Meikle

# Union fears exam fee rises may reduce entries

Exam boards have increased entry fees for the last year of O levels and CSEs by between 9 and 26 per cent, the National Association of Head Teachers said today. The cost of developing their replacement, the GCSE, is the main cause for the rises this summer.

The union wants the Government to help local authorities pay for the "disproportionate increases". It fears schools may limit the number of pupils entered for exams because they cannot afford the fees.

But the Department of Education and Science said extra cash was unlikely , since the national education budget was already being raised by 18.8 per cent from April.

Mr David Hart, the NAHT's general secretary, said the Government must pay its share of development work for GCSE.

He said: "There must be grave doubts whether capitation income can cope with these sorts of increases, and there will undoubtedly be strains placed on local education authority budgets.

"The major considerations attached to examination entries should be academic and educational. Our members must not be placed in a position where financial considerations become paramount."

The union says CSE fee increases range from 12 per cent to 23 per cent (the Southern board), and O level fees will go up by between 9 and 26 per cent (the Oxford Delegacy and Cambridge Syndicate).

One CSE board spokesman said exam fee rises should not come as a surprise since local authority representatives helped fix the levels. The cost of paper had risen by between 20 and 30 per cent against inflation of about 5 per cent.

Most of the increases came from developing the new exam, but the fees were still lower than those of other examining bodies.

Meanwhile, teacher unions, exam boards and local authorities are to start detailed discussions on payments to teachers for extra work required for assessing GCSE course work and for marking final papers.

The teachers regard present payments for marking O level and CSE project work as deeply unsatisfactory. They range from 20p or 30p to just under £1 per paper, and were described as "feudal handouts" by the National Association of Schoolmasters/Union of Women Teachers this week.

The NAS/UWT is particularly worried because it is still telling members not to do assessment for the new exam out of school time and fears they could soon be accused of breaching contracts.

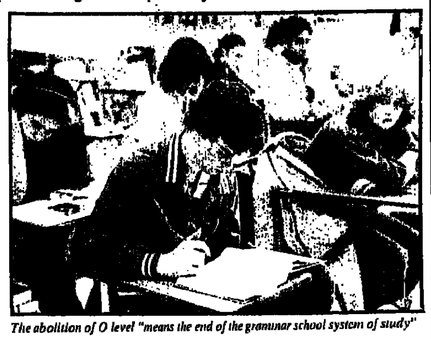
The GCSE boards say they are prepared to pay for the extra administration required of each teacher but not for the assessment itself, since they regard that as part of every teacher's normal duties, which are unwritten at the moment but will soon be detailed in the contracts agreed by a majority of teachers' negotiators and employers and accepted by the Education Secretary, Mr Kenneth Baker.

These proposed duties include requirements to "access, record and report on the development, progress and attainment of pupils", "provide or contribute to oral or written assessments and report on individual pupils or groups of pupils" and "participate in arrangements for preparing, presenting and assessing pupils with regard to public examinations."

The National Union of Teachers sees the emphasis on administration as "sophistry". It maintains that recording assessments for GCSE which are comparable between pupil and between schools takes far longer than assessments for educational "diagnostic" purposes, and payments should reflect the difference.

The boards emphasize they are still ready to pay for marking exam papers since this is done outside school time and by volunteers.

The indications are that boards will not be able to meet teachers' demands without charging expensive entry fees.



*The abolition of O level "means the end of the grammar school system of study"*

## GCSE 'lowering standards'

The GCSE exam is attacked as a "profoundly destructive measure" in the latest edition of *The Salisbury Review*, the conservative quarterly magazine.

The right-wing condemnation of an exam introduced by the Conservative Government, reflects a growing assault on the "influence of the egalitarian establishment" in education.

*The Salisbury Review* is edited by Roger Scruton, professor of aesthetics at Birkbeck College, who is a member of the Hillgate Group, which last week advocated stripping local authorities of most education powers. It also said the GCSE threatened to hasten a decline in standards by removing objective assessment.

A further article by comprehensive school teacher Jonathan Worthen argues that the new examination system "will further destroy the standards that comprehensivization has already eroded". The abolition of O level means the end of the grammar school system of study, even if the institutions continue to exist, he writes.

Mr Worthen, an English teacher, says the aim of the GCSE is to "breed out" literary study by surrounding it with a mish-mash of other ways of responding to literature. Written English will be levelled down to the standard of a "sloppy colloquial".

He believes many teachers feel as he does but "are driven to silence by a form of insidious collective coercion that forbids what is termed 'negative' comment".



Kenneth Baker



David Hart

# Governing bodies must submit reports to parents

by Jeremy Sutcliffe

Under the new Education Act, all school governing bodies will have to submit annual reports to parents by the end of the current school year.

A new Department of Education and Science circular No 8/86 contains the directive and sets out implementation dates for changes made by the Bill, which received the Royal Assent last November.

Many changes came into force this week. They include a directive for governors to hold annual parents' meetings and to submit annual reports and those that bring in new safeguards on teaching politics and sex education, and place a duty on local education authorities to publish their policies on the curriculum.

From next April, voluntary schools will be able to seek greater autonomy under the new Act.

From next September, all schools will be given greater financial freedom under delegated powers, and universities, polytechnics and other colleges of higher education will be governed by new safeguards aimed at guaranteeing free speech.

Reconstitution of school governing bodies to remove l.e.a. majorities and strengthen parents' representation must be completed by September 1988, in the case of county and maintained special schools, and by September 1989 for voluntary schools.

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T157

# Plan to draft HE staff into maths and science breach

by Patricia Santinelli

Staff and students in higher education may be used as a specialist task force to combat the shortage of maths and science teachers in schools.

Mrs Hilary Douglas, assistant secretary at the Department of Education and Science, revealed the idea this week when she addressed a meeting on the shortage of maths and science teachers, organized by the Foundation for Science and Technology at the Royal Society.

The action had been proposed by respondents to the Government's consultative document on shortages issued *last summer, and might form part of a* further package of measures beyond those already announced by the Government.

Mrs Douglas made it quite clear that the Government is committed to further action in the near future. "Supply difficulties will not disappear with a settlement on teachers' pay unless there is a slump in the graduate employment market. Specific measures to combat shortages will still be needed," she said.

She added that other measures were being considered by the DES. One was the greater use of computer-assisted learning as a partial substitute for face-to-face contact with a subject specialist teacher.

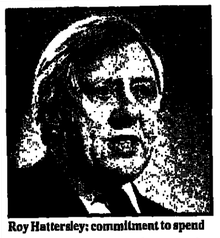
In addition, measures were being considered to ensure that teachers who dropped out because of family commitments were not lost entirely to the teaching profession. One possibility would be the introduction of career break schemes such as those offered by the banks and larger employers.

But Mr Reg Hartles, the chairman of the Society of Education Officers' industry committee, said what was needed was a clearly defined and coordinated policy with national leadership and the involvement of universities, schools, industry and examination bodies to combat the shortage of maths, science and technology teachers.

"Such policy and any initiatives that *emerge could then be judged on their* success in increasing the number of maths and technology graduates generally, as well as the number in those fields who came forward to become teachers," he said.

He added that in the long term, because of the competing demands for graduates in maths and science, the only adequate solution would be a significant increase in the number of people qualifying for entry into higher education. This could take place only over a period of years but a start must be made at once.

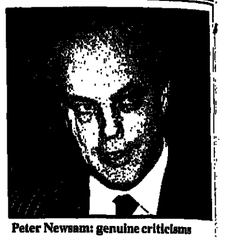
Mr Robert Finch, ICI's schools liaison officer, said that one way industry could help further would be for large companies to form a consortium, rather than act individually, so that teacher secondments could be done on a concerted and effective basis. –*THES*



Roy Hattersley: commitment to spend



Christopher Price:



Peter Newsam: genuine criticisms

The first major education conference of the year took place in Rotherham this week. Jeremy Sutcliffe reports

# Counter-attack in the North

**The Shadow Chancellor, Mr Roy Hattersley, yesterday confirmed that education would play a key part in a Labour government's job creation strategy, with more spending on school buildings as part of its commitment to spend £6 billion on capital projects.**

**With the whiff of a general election clearly in the air, he told educationists at the North of England Education Conference in Rotherham that Labour would tackle the "appalling record" of pre-school provision by some, mainly Tory, local education authorities.**

**His speech, in which he also challenged Mr Kenneth Baker, the Education Secretary, to dissociate himself from right-wing calls to remove schools from local authority control, puts the party's seal of approval on the education strategy drawn up to fight the election by its education spokesman, Mr Giles Radice.**

**The strategy – and the need to meet Conservative attacks on the excesses of a handful of Labour councils – was discussed by the Shadow Cabinet at its Bishop's Stortford summit earlier this week.**

**Mr Hattersley indicated one of Labour's answers to the campaign against the so-called "loony" councils would be an all-out assault on penny-pinching shires, particularly those which ignored pre-school education provision in favour of spending large sums on the Government's assisted places scheme.**

**Mr Hattersley said education was central to the political debate and accused Mr Baker of "trivializing" the argument, notably with his plan for city technology colleges, which were irrelevant to children's needs.**

**The attack on Mr Baker was the central theme of the conference's keynote speech by Leeds Polytechnic director, Mr Christopher Price, a former Labour MP, who warned the Education Secretary not to underestimate the North of England's attachment to education. Privatization of schools, which might be familiar to the Surrey stockbroker belt, "simply would not wash" in the North, he said.**

***Mr Baker, who is due to address the*** conference this afternoon, is unlikely to rise to the bait. He will instead talk of the need for a "national consensus" on education, and invite interested groups to take part in a national debate to try to improve standards and the curriculum.

With both political heavyweights talking about the need for consensus it was left to Sir Peter Newsam, former director of the Inner London Education Authority and now chairman of the Commission for Racial Equality, to explain how it should be achieved.

Beneath the veneer of well-orchestrated attacks on a few individual l.e.a.s, he said, were serious and genuine criticisms which local government had to answer.

Too many l.e.a.s were inefficiently managed, unable to balance their books or tackle changes in school rolls.

# ILEA strapped by £100m budget crisis

The Inner London Education Authority faces a budget deficit of well over £100 million in 1986/7, sparking fears of widespread cuts in jobs and services.

The finance committee will be told the full extent of the crisis at a special meeting on Tuesday. The ruling Labour group has been split for some weeks over measures needed to bridge the spending gap. Mr Steve Bundred resigned as finance chairman last November because he did not think his colleagues were being realistic.

The ILEA expects the Government will allow it to raise its rate precept of 77.25p by only 3 per cent, which would do little to ease the crisis. It believes its reserves are already depleted beyond financially sound levels and creative accounting has disguised the seriousness of the situation up to now.

The teachers' pay bill alone is expected to increase by over 16 per cent in the next 15 months.

The Government has made it clear that it will not pay for any increase up to March, because of the authority's "extravagance", although arrangements from April this year are still under consideration.

It has previously told the ILEA that £60 million – or about 6 per cent of annual expenditure – could be saved in a single year by cutting waste and improving efficiency. The deficit could be twice that – and the authority must try to battle further before considering cuts that would bring it into conflict with the unions and parents.

● Inner London pupils who sat for O level and CSE examinations last summer have recorded their best results for six years, although the year to year improvements have been modest, research has found.

# Path clears for pay Bill

A House of Lords' revolt against the teachers' pay and conditions Bill is looking increasingly unlikely.

The Bill will be debated in the Lords on Monday afternoon before going forward later in the month to its committee stage, also in the Lords.

Labour leaders in the Lords had hoped that Wednesday's Burnham meeting between the teacher unions and the local authority employers would have resulted in an agreement much closer to that demanded by the Education Secretary.

Had such an agreement been reached, Lord McIntosh, the Labour spokesman on education, would have argued that it was unnecessary, and exceedingly unwise, for Mr Kenneth Baker to interfere in the process of free collective bargaining.

But at Wednesday's meeting both sides agreed that there was little point *in attempting to amend the deal* they had agreed in December.

Both Labour and Alliance peers will now argue in Monday's debate that the Government's Bill is an infringement of basic trade union rights. They will warn that imposition of a pay settlement could lead to further disruption in schools.

Government officials were claiming this week that the conditions package agreed by the unions and employers would cost an extra £105 million in 1987–8 and £165 million the following year on top of the £608 million approved by the Government. Such additional costs are unacceptable to the Government, they said.

If, as seems almost certain, the pay and conditions bill has an easy passage through the Lords it should reach the statute books by the spring.

● College lecturers have given overwhelming support to an overtime ban aimed at re-opening their pay talks.

With results already in from 534 NATFHE's 773 branches, 530 have voted for action which started in many parts of the country this term.

The employers accused the college lecturers' union of breaking off negotiations to go to a ball last October. The union rejected the accusation.


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Girls in maintained schools are doing better than boys at A level. But what of those who fail? Research suggests that non-academic girls are more likely than boys to suffer from depression. Sue Surkes and Carmel McQuaid report

# More than keeping up with the boys

Girls in maintained schools are marginally more likely than boys to gain two or more A levels, judging by new statistics from the Department of Education and Science.

In the 1983–84 academic year – the latest for which figures are available – 10.5 per cent of 17-year-old girls in state schools achieved at least two A levels compared with 10.1 per cent of the boys. The girls first overtook the boys in the late 1970s.

When independent school results are added to the total, however, boys are shown to be still slightly ahead.

The figures are provided in *Aspects of School-leavers' CSE/GCE Examination Performance* – a study of historical trends contained in the DES *Statistical Bulletin*. The study, based on a 10 per cent sample of all school-leavers in England, excludes pupils who transfer to other schools and only takes account of FE students' A level results.

The survey shows that CSE and GCE performance improved between the early 1960s and 1984, when there were 751,200 school-leavers. There has been a sharp rise in the percentage of school-leavers and full-time FE students with three or more A levels.

In 1963, 4.7 per cent of 17-year-old school-leavers and in addition 0.3 per cent in FE obtained at least three A levels. By 1984, the figures had leapt to 9.5 per cent and 0.9 per cent respectively. The latter statistic reflects the growing contribution of FE institutions. Of the 0.9 per cent who obtained at least three A levels in FE, 0.2 per cent were at tertiary colleges.

In 1984 alone, just over 17 per cent of school-leavers gained at least one A level, having obtained graded results in an average of 8.4 subjects at O level or CSE. Of those without A levels, nearly 41 per cent had attempted eight or more examinations and 30.5 per cent had obtained at least eight graded results.

The proportions of school-leavers gaining five or more O level grades A to C or CSE Grade 1 is also rose – from 20 per cent of all school-leavers in 1965 to 27 per cent in 1984. Between 1974 and 1984 those leaving without GCE or CSE qualifications dropped from roughly 20 per cent to less than 10 per cent. Increasing numbers of pupils attempted CSEs during the period under review. Some 7 per cent of school-leavers sat for a CSE in the summer of 1965 – the first year in which the examination was offered. By 1984, 78 per cent of school-leavers had tried at least one CSE.

The proportion of leavers attempting at least one O level also increased – from around 38 per cent to just under 63 per cent over the same period.

The popularity of further full-time study increased in 1981 and then levelled off, the survey shows. But the percentage of pupils intending to pursue degree courses dropped slightly during the last two years of the review.

*Aspects of School-leavers' CSE/GCE Examination Performance* in *Statistical Bulletin 12/86* is available free from the Statistics Branch, the Department of Education and Science, Elizabeth House, York Road, London SE1 7PH.

**Sue Surkes**





Some are more equal than others: just over 10 per cent of girls now obtain two or more A levels

## The high emotional cost of failure . . .

**Girls who do well at school are less *likely to suffer from depression than* their classmates, a recent study shows.**

**Dr Ronnie Wilson and Dr Ed Cairns of the University of Ulster looked at more than 500 pupils, including 210 aged over 16, in Belfast and Londonderry.**

**They found that those determined to succeed at whatever they were doing were rarely troubled by depression. This was also the case with pupils who possessed a "competitive spirit".**

**Girls who did badly academically were much more likely to suffer depression as a consequence than boys.**

**This could well be because teachers attributed poor performance in girls to intellectual failings, but in boys to poor behaviour or other factors unrelated to ability.**

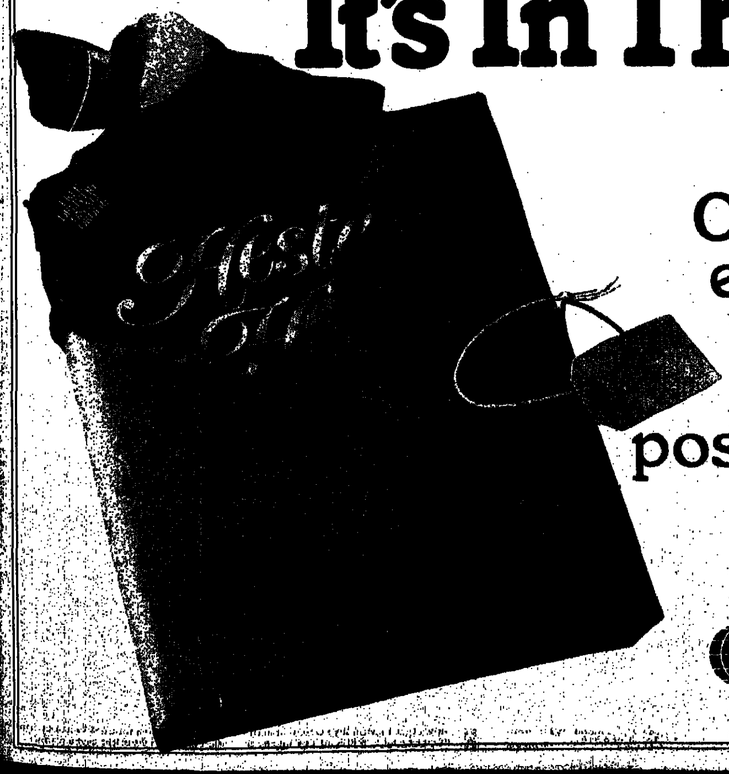
**The findings contradict the view that the healthiest pupils are those who conform to their "appropriate sex-type". Competitive, determined girls reported significantly fewer depressive *symptoms than those with* "psychologically feminine" characteristics such as "warmth and empathy".**

**Girls who suppressed "masculine traits" were much more vulnerable to depression – and the problem got worse with age.**

**The self-assured and assertive, both boys and girls, were found to suffer less from sleep loss, feelings of strain and low self-esteem – and they invariably coped much better with stress.**

**Carmel McQuaid**


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Ian Nash reports from the annual Association for Science Education conference in Cardiff

# Grade-related criteria for GCSE 'still six years off'

Grade-related criteria for the GCSE are unlikely to be produced before 1993, according to the former head of science assessment for the Secondary Examinations Council.

Mr John Lewis, who recently retired from the SEC, told the Association for Science Education that the pursuit of criteria was "an extremely worthwhile exercise but a long way from becoming operational." From his knowledge of assessment trials for the Scottish Standard grade he was "sceptical" about the chances of rapid progress in England and Wales.

Although the GCSE offered "new life and vitality" and far more promise than the GCE and CSE it was replacing, there were still serious misgivings within the SEC over many aspects of the new 16-plus examination, not least the quality of some syllabuses.

"Those syllabuses we are not happy about have been earmarked and will be scrutinized early on for change," he warned.

Claims made for many syllabuses were "not very honest". One physics syllabus was said to be suitable for further studies, yet it contained nothing about magnetism, kinetic theory or optics. "It met the general criteria so we had to let it through," he said.

With such omissions, pupils would be ill-prepared for A level GCE and this highlighted the further problems of continuity between the two types of syllabus and examinations.

Mr Lewis stressed the pressing need for an A level review. "Work must be done urgently, within the year, because it will have an impact on universities," he said.

The problems were not isolated to the transition from fifth to sixth-form studies. He said there was still chaos over the phase four training for GCSE, particularly where teachers were trying to do Nuffield sciences which were not included in phase four.

But what concerned Mr Lewis most was the effect the marking scheme could have on the curriculum if teachers took too rigid an approach to continuous assessment, particularly in practical sciences.

"There is a danger that we will go back to the pre-1960s approach where you practised set things. That would be a tragedy," he said.



Young minds: ideals in conflict with science

# Curriculum directives attacked


Young children are natural scientists

Government demands for a "broad and balanced" curriculum were strongly attacked by one of the country's leading trainers of primary teachers at the ASE conference.

Mr Leonard Marsh, principal of Bishop Grosseteste College, Lincoln, called instead for a return to the idea of good primary practice pursued in the 1930s. "The notion of doing a number of things well is much better than the notion of a broad and balanced curriculum."

He also questioned the pursuit of primary science as a specialism, claiming that this was to misunderstand the nature of primary education. Children were already scientists when they arrived at school, he said.

Most discussion over the past 10 years had been about breadth, balance, more technology and more science. "That way is a cul-de-sac." It was also a reaction to those who pursued the bandwagon of the 1960s.

A proliferation of Nuffield science schemes had over-crowded the primary curriculum. "We shall have failed if we do not use this period to rid ourselves of the accretions of bric-à-bric accumulated over the past few years," he said.

There was little evidence that the curriculum renewal projects of the past 20 years had had any significant impact on the contemporary curriculum.

The Initiatives in Primary Science Evaluation (IPSE) Project had revealed that there were opportunities to make greater use of children's interest in science and technology but, he said, the effect of centralist policies was to undermine teachers in their attempt to do so.

The proliferation of curriculum demands had dulled teachers' judgement and destroyed their confidence as they came to rely on the opinions of others. "Teachers are more content to use indifferent materials than they would have been 10 years ago because of pressures on the curriculum," he said.

Rejecting the succession of schemes and curricula he compared the needs of science with those of literacy. "We know that teachers no longer teach reading schemes but ensure that children are readers."

Mr Peter Matthews, principal adviser for Northumberland, warned that primary science would fade and die if the educational support grant was not continued after 1988.

He said that after three years of growth he was afraid that l.e.a.s would be unable to fund advisory teachers with the money that was available. If that happened there would be an unwanted turnover of staff, heads and co-ordinators.

THE TIMES

Growing minds



What makes a child? From the trauma of birth, through toddlerhood and tantrums, to the first taste of lipstick and independence – next week in *The Times* Dr Penelope Leach, Libby Purves and Barbara Toner reflect on the three key ages of childhood



... and regularly in *The Times*, **Peter Ackroyd** (left) on books, **Bernard Levin** on the way we live now, **Suzy Menkes** on fashion, **Irving Wardle** on the theatre, **Frances Gibb** on the law, **Shona Crawford Poole** on travel, **Philip Howard** on words and much more each week

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# Defence in the nuclear garden

**The strength of feeling against nuclear power reflects the level of scientific illiteracy in Britain, Lord Marshall, chairman of the Central Electricity Generating Board, told the conference.**

**"Non-scientists are only too often allowed to leave school with negligible understanding of scientific principles. It is that that makes my job difficult," he said in his inaugural presidential address to the ASE.**

**Expressing extreme pessimism about changing the hearts and minds of adults, he appealed to teachers "to educate the young" and he gave full support for increased spending in schools.**

**To mark his year as ASE president he announced a number of CEGB initiatives aimed at "improving the understanding of the role of science and technology in society". These include extending the range of ASE teaching books on industrial subjects.**

**The CEGB will also produce jointly with the ASE a series of videos on the values of scientific and technological education, to be aimed at employers and those involved in further education.**

**Lord Marshall assured the ASE that there would be no ideological interference from industry in the production of resources and further announced the board's willingness to help fund an extension of the 11 to 16 Science and Technology in Society (SATIS) project to cover the 16 to 18 age range.**

**Throughout his address, he stressed what he saw as an over-reaction by the general public to the hazards of nuclear power, supporting his arguments with a demonstration to suggest that nuclear waste posed no greater risk than the radioactive materials found in the soil of the average back-garden.**

**"In the top metre of the average garden, there are two kilograms of uranium, six kilograms of thorium and 7,000 kilograms of potassium containing radioactive potassium 40. As this is spread throughout the garden, the actual health risk from that level of radioactivity is small and you can continue to enjoy your garden for a lifetime," he said.**

**If the low-level nuclear waste from a lifetime's consumption of energy by the average person were buried in the same patch of ground, it would raise the background radiation by one 20,000th. Short-lived intermediate waste would increase the risk by one 3,000th, he said.**

**He stopped short, however, of exposing his audience to high-level waste and instead showed a "simulated 500-year old" sample and said: "While it must be respected it should not be feared."**

**Having given his demonstration in several schools, he said, "I find the science students accept what I have said and indeed are intrigued by the demonstrations on radioactivity. Arts students do not accept it because it conflicts with what is in their heads.**

# Science role in TVEI raises concern

Fewer than one in ten science advisers in some 80 education authorities in England and Wales has had any direct influence over the Technical and Vocational Education Initiative, a survey has revealed.

Mr Giles Job, county inspector for Staffordshire, told a symposium on the TVEI at the ASE conference that it was not easy to draw any significant conclusions about how the initiative had been taken up by the science profession.

The TVEI, along with the growth of primary sciences and the GCSE, dominated the 207 seminars, talks and lectures at the four-day conference, attended by more than 3,500 scientists and teachers.

Concern was raised again and again that while the TVEI had provided stimulus for curriculum innovation and money for supply staff to cover for teachers on in-service training, virtually no mainstream science teachers had been involved.

A condition of a TVEI grant from the Manpower Services Comission, since the national extension to the scheme, is that a science element is clearly defined in the l.e.a. submissions for awards.

The Secondary Science Curriculum Review – established to promote broad and balanced science for all pupils – has held talks with the MSC in the hope of influencing submissions for 1988 [illegible]


No mainstream science teachers involved

# ILEA chief sees onward march of the modules

Traditional subjects such as physics, chemistry and biology will disappear from the school timetable within 20 years, Dr David Hargreaves, the chief inspector for the Inner London Education Authority, said this week.

Within a decade, most secondaries would have a modular curriculum and look much more like primaries, he told the conference.

He predicted rapid changes in the GCSE to take account of areas such as pupil profiles and continual assessment and added that these alterations would not only depend on but also encourage a modular approach.

There would also be radical changes in the structure of the school day, with longer mornings spent on more intensive periods of study and afternoons devoted to activities such as project work, scientific investigations and independent study.

Despite attacks on these trends from both the Right and Left, he said schools were in a strong position to initiate change.

One of the key factors affecting developments was the call for graded assessments. At first they were thought an easy goal to achieve in science, but teachers quickly found they had to think a lot harder about curriculum content and process and skills.

"I find it hard to see how we will finish up with any graded approach which is not in some way modular," he said. He dismissed compromises such as "combined subjects" as little more than paper combinations.

Curriculum demands such as the call for more philosophy and history of science, science in society and the scientific study of the self dictated the new direction.

Changes had been accelerated by the teachers' industrial action because, with the withdrawal of goodwill and reduced time with pupils, teachers had to think more sharply about their aims. It soon emerged that pupils were overtaught, restricting independent thinking.

"This revolution will be received by many with great reluctance but I do not think it will be resisted by pupils," he said. In research for the Hargreaves report, *Improving Secondary Schools*, half the pupils interviewed were bored with school and said they had little time to do what they enjoyed.

The modular approach would not only prove the major change within the decade but would provide links with the primary curriculum which had a history of being more united and coherent.

Dr Hargreaves also predicted the imminent growth of much more imaginative primary science and warned secondary schools that, unless a modular approach to the curriculum was adopted, they would be left behind.

# Training committees 'overlook teachers'

Classroom staff have little more than token representation on local committees that monitor and approve initial teacher training courses, the conference heard.

Every teacher training institution has a local committee which should represent the whole profession from teachers and advisers to the inspectorates. Their function is to approve courses before they are seen by the Council for the Accreditation of Teacher Education.

But research by an ASE working party has revealed that, often, committees do not reflect the profession, inadequate training is given to their members and the institutions themselves are suspicious of the new powers given by the CATE to the committees and local education authorities.

The working party was set up to monitor new INSET arrangements, interpret the council's teacher training criteria, and offer help to science teachers involved in all stages of training.

Mr Neil Stears, science adviser for Gloucestershire and head of the working party, said: "I am worried about the lack of teacher representation. Too often it is confined to heads and deputies."

Where they were involved there was little or no training given, he said. "The teachers whom trainers choose to help may never have had any training in that aspect of the job."

He welcomed the new arrangements for initial and in-service training but warned that, to be effective, there must be much closer co-operation between training institutions, l.e.a.s and teachers. A working party report to clarify the arrangements will be published in the autumn.

The working party identified difficulties at every stage. With only 36 weeks for the average training course – 15 of which are spent in teaching practice – "time may dictate that in future far more vocational preparation is included. It may be that the academic element must take a back seat".

The CATE had not helped by telling colleges to include things such as multicultural and socio-economic awarcness, as this restricted the range of academic options colleges could offer.

# Mourning for micro project

The Micro-electronics Education Programme was ended at a most inappropriate time for schools, Mr Graham Bevis, the national co-ordinator for a new technology in-service training organization, told the conference.

When the MEP was launched, he said the question was: "What can the computer do for the class?" Micro-electronics was in its infancy and, by the time the hardware was developed, the Government had decided to close [illegible]

But curriculum and in-service support materials were still to be developed.

The Micro-electronics INSET Team (MIT) was set up to assist in what was emerging as one of the most important areas of the new physics but its potential was limited because it lacked the resources of the MEP, he said.

"It will be some time before my l.e.a. (Hampshire) will be self-confident in running in-service courses. There is still a need for national support for training courses for trainers and teachers. Many l.e.a.s are simply not able to afford these. [illegible]


*Lighting the way . . . primary science is undergoing 'minor revolution'*

Laurie Sparham/Network

# Primary advances 'ignored'

**A minor revolution is happening in primary science which is ignored by many secondary teachers, according to Mr Jeff Kirkham, director of the Secondary Science Curriculum Review.**

**"We still assume that primary schools have done no science and as a result much of the work studied in the early years of secondary school is a backward step," he told a seminar group at the conference.**

**His comments were supported by latest details of ASE membership which showed that the once secondary school-biased group recruited an unprecedented 4,000 primary teachers in 1986.**

**Mr Kirkham announced plans to disseminate 14 publications to all schools and governing bodies in Phase 3 of the SSCR work which commenced this week. The aim is to have all teachers involved in planning whole school policy on science.**

**In doing so, they could not ignore what was happening in feeder primary schools. Primary science was sporadic before education support grants became available. "Now changes are going on at a tremendous rate," he said.**

**Further to the Phase 2 SSCR materials, a group of teachers in Wiltshire have produced a video to explain the aims of the review's work to parents and governors.**

**The project was jointly sponsored by the SSCR and Bath University and at least one copy will be available in each l.e.a. by Easter. More will be produced if the SSCR can find financial backing. Further, the Association for Science Education and the SSCR are producing a folder of support materials for schools.**

**The SSCR is due to disband in 1989 but it is hoped that eight new regional committees which have been set up and include l.e.a.s, teachers, higher education, the ASE and the media, will continue with local support.**

# TV accused of spreading dietary myth

Educational television programmes about diet have been accused of portraying northerners as "idiot working classes" and people from the south-east as the new breed of superior expert scientists.

Ms Christine Ditchfield, project officer for the Secondary Science Curriculum Review, said multicultural science education was not only about tackling "racial prejudice". There were myths about sub-cultures in this country that had to be challenged.

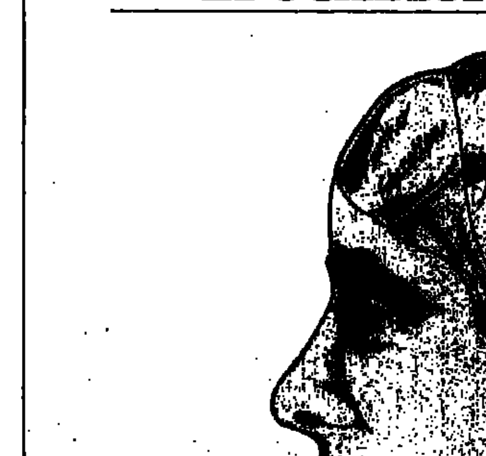
"We are in danger of creating a new north-south divide," she told the conference after criticizing programmes broadcast by the BBC and Channel 4. She likened the attitude to comments by Mrs Edwina Currie, the health minister, that northerners did not know how to feed themselves.

On the wider question of multicultural science, she said science teachers must challenge "the idea of European pre-eminence in innovation and discovery". Her recent research, interviewing young pupils, showed that there was virtually no global perspective in the sciences.

"Our goal ought to be multicultural. Anti-racist approaches should pervade the whole curriculum, as expressed in the Swann Report. That view is not shared by many science teachers."

● Birth education is the best way to introduce controversial aspects of biology into the primary science curriculum without mentioning topics such as sex and reproduction, said Mrs Sue Tunnicliffe, primary science and technology adviser for the London borough of Richmond.

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PRIMARY

# Changes forced on nursery diploma

by Julia Hagedorn

A national course in nursery nursing will have to be revised in order to satisfy Government teacher training regulations.

The Business and Technician Education Council diploma has been hit by the latest regulations from the Council for the Accreditation of Teacher Education which specify that students on BEd courses must follow a main subject. The exam is equivalent to A level and gives access to higher education, including teacher training.

The Froebel Institute at Roehampton, for example, has said it will exclude diploma students from Guildford College of Technology from its BEd course. The Government's emphasis on the subject component is the reason, according to Mr Greg Condry, senior lecturer at Froebel.

He explained that students were now being admitted by subject department and that diploma students had to compete for entry alongside A level students.

Mr Mike Cook from Highbury College of Technology, one of the three colleges to pilot the new diploma, has successfully rewritten his course so that students follow a main subject. He has now negotiated this with both the Council for National Academic Awards and CATE and his students will be accepted at West Sussex College of Higher Education as well as at La Sainte Union in Southampton.

He admits that his original course was drastically altered in order to provide a main subject core of biology. CATE has made his life much more difficult, he says, and it is still a matter of negotiating locally for access to BEd courses rather than nationally.

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Soft touch: children from St Margaret's playgroup in Prestwich, Lancashire, take part in an episode from Granada Television's new pre-school series, *Allsorts*, which started on Wednesday. It features the characters Natty, Jiffy, Bonzo and Spike-the-dog and aims to stimulate young children's imagination and encourage them to take an interest in the everyday world around them. Each week it will visit nursery schools to meet children enjoying different activities. Angela Anning, senior lecturer in primary education at the College of Ripon and York St John, is adviser to the series.

# Parental help reaps lasting benefits

by Sue Surkes

Children whose parents help them to read from the age of six are likely to be top of the class in reading by the time they reach secondary school, new research suggests.

A two-year project run in the London borough of Haringey some years ago demonstrated that children who regularly read to their parents between the ages of six and eight showed greater improvement than those who did not.

Now a follow-up investigation into the longer-term effects has revealed that nearly two-thirds of those who received parental help were reading at or above their average age level three years after the project had finished. This compared with only 36 per cent of youngsters in a control group who had had no extra help.

The original Haringey Reading Project has significantly influenced the spread of parental involvement in reading over the past five years according to Mr Peter Smith, president of the United Kingdom Reading Association. He estimated that as many as 50 per cent of schools could now be running Haringey-style programmes.

Welcoming the results of the follow-up study, he said: "The finding that double the number of children are succeeding as opposed to the control group is a significant research statistic that should encourage people to continue with these kinds of experiments."

The follow-up study was carried out by one of the original project's researchers, Dr Jenny Hewison, of Leeds University, using material from routine tests carried out by Haringey on all its 11-year-olds. Of the 248 children involved in the original project, Dr Hewison followed up about 80 per cent.

The reason behind the results were unclear, she told *The TES*. Perhaps project parents had continued to help their children, she suggested. Or maybe the pupils themselves had reached a particular level of proficiency by the age of eight or nine, beyond which the ability to read became self-sustaining.

Dr Hewison is now carrying out research in Leeds to try to pinpoint what it is about parental involvement that aids reading progress. "My hunch is that it's a special combination of extra motivation and extra practice," she said.

The follow-up study also revealed that 53 per cent of a separate group of children who had received extra help from teachers during the project were reading at or above their age level three years later compared with 41 per cent of a control group.

But Dr Hewison emphasized that it was difficult to generalize from these results as only one remedial teacher had been used during the project. And it was known that some teachers were able to achieve enduring results.

The follow-up findings were, however, consistent with other studies which had shown school-based remedial reading help to be of limited long-term effectiveness, Dr Hewison said. Most methods relied on analysing children's linguistic and perceptual deficits and were inappropriate for youngsters whose reading problems had social roots.



The combination of extra motivation and practice may be the key to reading development


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# Move to save course on handicapped

**Students at Birmingham's Westhill College have launched a last-ditch campaign to keep severe learning difficulties as the main subject on a primary BEd course.**

**The college has been advised that the discipline is not acceptable to the Council for the Accreditation of Teacher Education as a main subject so it will not be offered as such from 1988.**

**Westhill's principal, the Reverend Gordon Benfield, has pledged his support for the students. Government moves to replace initial teacher training in severe learning difficulties with in-service courses could reduce considerably the supply of teachers qualified to work with the mentally handicapped, he said.**

**"What I think has been neglected is that there is a breed of teacher that does not want to train to be a teacher, but rather a teacher of the mentally handicapped," Mr Benfield said.**

**Mr Andy Evans, the president of the students' union, admitted the campaign was a case of "fighting at the last minute as we go down". The students were calling on teacher unions and charities to lobby the Education Secretary and asking special schools in the area to write to their MPs. "We want the course to continue in the form it is in at present," he said.**

# Poor reception for confused infants

Reception-class teachers wrongly label children as disruptive through poor knowledge of pupils' backgrounds, a new study suggests.

Dr Gill Barrett, a University of East Anglia researcher, says it is the match of home and classroom experiences that enables children to learn, know and use the skills necessary to function confidently in school.

She says pupils who cannot adapt to the new situation feel confused, and may become aggressive or disruptive.

But teachers find when they identify the reasons for children's behaviour, they can provide the learning experiences needed.

The study, based at East Anglia's Centre for Applied Research in Education, was commissioned by the Assistant Masters and Mistresses Association in 1985 after a questionnaire had shown teachers believed there was a deterioration in children's behaviour in reception classes. One northern and one southern education authority were involved.

Dr Barrett concludes that infant teachers have an almost impossible task if they are to meet the needs of all children starting school because they do not have the time, resources or the support to do the job to their own satisfaction. She recommends that the working pattern of reception teachers should be changed to make them available to talk to parents during the day and to allow working with individual children or small groups. There also needs to be a well-planned programme of in-service provision.

Dr Barrett claims that standard school procedures would appear to be inappropriate for the younger age groups. Many small children, for example, find playtime distressing.

Standard intake policies or statutory ages of entry also seem unsuitable unless some flexibility is possible, offering summer-born children the opportunity of a September start in reception at four-plus or five-plus. Teachers who have three intakes a year are unanimous in spelling out the disadvantages for the children and the extreme stress they suffer in trying to maintain a calm and caring learning environment.

Teachers' ideas of "development" learned in training do not help them to understand what reception children know and how they respond to school. As one says: "I've never admitted a child who is totally ready for school and yet invariably we are aiming our teaching at the 'normal' child."

Dr Barrett recommends that children's early classroom experience should be allotted levels of resources currently seen in secondary schools.

*Starting School: An Evaluation of the Experience* by Dr Gill Barrett for GARE/AMMA.



NEWS

Heads spend their time in some surprising ways, according to a report published this week. But they are demanding more money for supervising budgets. Bert Lodge and James Meikle report

# Complex views from the top

Secondary heads are failing to carry out many of the activities expected of them by the Government, a study has found.

In particular, they are not observing their staff at work in the classroom, are not evaluating the quality of individual departments, and do not practise any systematic curriculum review. All this has serious implications for headship training, say the researchers, and the first move should be to swing the priority for training away from heads in post towards deputies.

The study of how heads use their time was carried out by Valerie Hall, Hugh Mackay and Colin Morgan of the Open University. In 1983, the same team published the results of the three-year investigation known as the POST project into the appointment of heads, showing the process to be amateurish and haphazard.

**'One head appeared to take great pleasure sitting in the caretaker's room chatting and joking with the cleaners, handing out the rubbish bags and the bleach.'**

For the latest study, the researchers monitored 15 heads at work during a single day and observed a further sample of four over a whole school year. Not only does it confirm their earlier findings that the selection of heads is a "shot in the dark", but they now identify "a still darker shade of darkness to be resolved". This is made up of the complexity of the job together with the very wide difference in interpretation of headship from one head to another.

On the complexities of headship – the researchers appear surprised at their own findings here – they conclude: "They make it hard to believe that any deputy head, however competent and wide the experience in that post, could be ready for elevation to headship without prior formal training and management development." Yet deputies are presently not obliged to have prior training and, in any case, current practice is to give priority to heads.

But the biggest problem of all that policy-makers, selectors and trainers have to face is that variety is the chief characteristic of how secondary headship is practised today in England and Wales. Yet three documents, *Ten Good Schools* (DES-HMI, 1977), *Teaching Quality* (DES, 1983), and *Better Schools* (DES, 1985) implicitly laid down what heads should be doing.

If progress is to be made towards meeting these expectations, then the first thing needed is a review of how heads spend their time, says the report. Like others in schools who are paid for managerial responsibilities, heads will have to do a great deal more work of a specialist nature and they will have to face substantial and unavoidable challenges to their ways of working.

**'We saw the head tell boys off for smoking, then ask a pupil to go to the shop to buy him some cigarettes.'**

The authors concede that one of the causes of the variety of interpretation among heads is that the baseline of a formal description of the job has never been written. But common to three of the four heads observed for a year was unease about instituting formal monitoring systems of teacher performance "perhaps reflecting some of their own feelings as former teachers rather than as heads".

The researchers found that secondary heads got themselves involved in a multiplicity of "little decision-making" because they would treat every problem as important. This approach leads some heads to engage in more than 50 "headship acts" a day. Yet over half spent more time in a day teaching than on any other activity. Is this the way top managers should behave? asks the study.

Eight of the 15 spent most time on teaching, one spending 123 minutes in the classroom and another 90 minutes. The shortest period of teaching was 20 minutes, but it was still the longest activity of the day for that head.

The report comments that the extent to which heads go in for teaching can be taken as important evidence of how they see their role. In the conventional view of the top management function, it is usually expected that the leader-manager will distance himself from the initial professional activity by which he climbed to the top and use the acumen acquired as the base for his new role as overseer of policy development, quality control and supervising staff.

"It would appear that secondary school headship may not mean for many heads a 'top-management' perspective as understood in industry, or indeed as professed by some head-teachers."

In fact, most heads argued that a considerable teaching timetable ensured they did not forget what life was like for their colleagues at the chalkface; and that it was necessary if they were to retain the respect of classroom teachers. Others said they chose to teach because they enjoyed it or found it a therapy or a welcome retreat from other pressures.

Yet despite the popularity of teaching among the heads in the study, only one of the four observed over a year was classified as "teacher educator". Another, for his attention to professional matters and efficient procedures, was typified as a "chief executive", while a third earned the description of "pastoral missioner" because of his constant use of personal interactions to affect values and events. The fourth combined this role with that of "leading professional".




**'The head regarded governing body meetings as a chore in which it was expedient to fill up the time in ways which would avoid confrontations.'**

This variety was something of which headship selectors were unaware, says the report. And it means that in addition to assessing overall competence of candidates, they will now have to evaluate the appropriateness of the interpretation a particular candidate will bring to the job.

*Head teachers at work.* By Valerie Hall, Hugh Mackay and Colin Morgan. Open University Press, 12 Cofferidge Close, Stony Stratford, Milton Keynes, £6.95.

# Union puts in pay claim for holding purse strings

**Heads are demanding special payments in schools which are given greater control over their finances.**

**The National Association of Head Teachers says members deserve the money because of the extra responsibility. The union argues that neither the Education Secretary nor local authorities and other teacher unions have taken sufficient account of the new demands on heads in their rival salary proposals.**

**The NAHT is issuing guidelines to branch secretaries because of increasing Government support for the delegation of budgetary control to schools by local authorities, a trend led by Cambridgeshire County Council.**

**The union advises that authorities must negotiate properly on the changes. Consultation is not enough. Some pilot schemes are said to have been inadequately prepared.**

**The NAHT warns that heads must not be bogged down by administration, advocates the appointment of bursars to run schools' financial affairs, and calls for special training.**

**Local authorities must bear the responsibility for extra costs, such as rates, over which schools have no control.**

**The NAHT says delegation of financial responsibility could make schools more adaptable to local needs, but the union is worried that cuts in provision could be blamed on the school and not on its local authority.**

**Mr David Hart, general secretary of the NAHT, said his members strongly supported greater devolution, "but not at any price".**

**Under proposals agreed between local authorities and the majority of teachers' negotiators, heads would, from next autumn, be earning from £16,000 in small primary schools to £30,600 in a handful of big comprehensives. Mr Kenneth Baker is suggesting salaries from £15,500 to £30,500, while the NAHT's own salaries paper advocated pay ranging from £16,500 to £32,000.**


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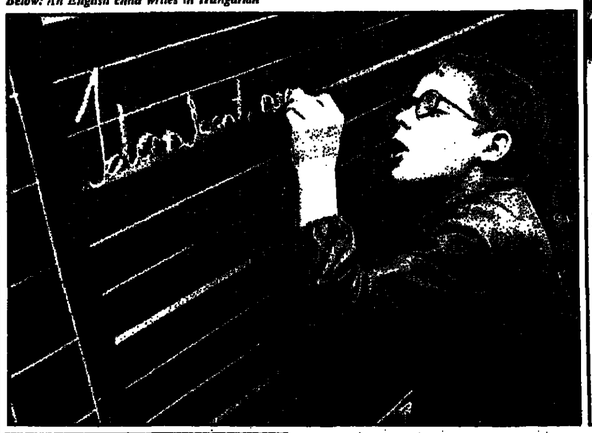
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## PHOTO REPORT





*Above: An English mother learns manipulative technique*
*Right: First steps in coordination*
*Below: An English child writes in Hungarian*





*Above: Using a vine to understand texture*
*Below: A "conductor" builds confidence*



# Guest conductors

Photographs by Katalin Arkell

A small group of English teachers is to be schooled by Dr Maria Hari, the director of the Peto Imre Institute in Budapest, in its controversial methods.

They will learn the skills that have made "conductive education" the word on the lips of both teachers in special schools, and among the parents of children suffering from disabilities caused by a range of illnesses, from spina bifida to cerebral palsy.

Parents have lobbied Parliament demanding the introduction of "conductive education" in schools in Britain. Some have sacrificed jobs, and homelife, suffering long periods of separation as one parent takes the disabled child to Budapest.

Now the institute is bulging at the seams, and can no longer take overseas children for long-term assistance. But Dr Hari is confident that it will be more useful to export the method rather than import the children.

Preparations will begin next year for a small group, number not yet decided, of English teachers, to study the institute's methods. It is hoped that the course will start in 1988.

But will it work? In a recent television interview Sir John Cox, of the Spastics Society, raised the question of culture, suggesting that perhaps there is something specifically Hungarian about conductive education, which will not travel.

Dr Hari dismisses this argument. "This form of education is, to put it simply, child-centred. The content will vary from country to country – clearly we in Hungary teach Hungarian grammar, history, and so on. In Britain, you will want to place your own content. But that does not change the organization or method of teaching."

Normally trainee "conductors" are school-leavers with higher certificate at university entrance standard. Their training course takes four years.

"Because this is the first group from England, we want them already to be qualified teachers, so that they will bring with them an understanding of English education."

Much has been made of the variety of skills which the "conductors" have. There is a tendency in the media in Britain to list these as individual professions – physiotherapist, speech therapist, occupational therapist – and then to wonder in amazement that the "conductors" have them all.

This description in itself throws a great deal of light on one of the main problems in teaching for children with educational difficulties in Britain. We split everything up, and too often the child falls somewhere in between.

The key to understanding conductive education is in that phrase "child-centred".

As Dr Hari describes it: "It is not a mechanical method which can be described easily or learned in a matter of months. Every child is different. With variety and depth of skill you can respond to each child's need."

Is Dr Hari proud of the attention her institute is receiving? A little embarrassed silence, then: "We have always had children from abroad. Now it seems to have become more interesting to others. We enjoy it very much if we can help."



*Above: Specially designed "trainer" shoes assist walking*



## NEWS

# Walden rejects dons' view in Ruskin row

by Jeremy Sutcliffe

Mr George Walden, the minister for higher education, has rejected an attempt by Oxford's Ruskin College to set the ground rules for disputes between its hierarchy and individual lecturers.

Governors at the trade union college asked its three academic advisers, Oxford dons Professor A H Halsey and Lord McCarthy, of Nuffield College, and Dr Leslie Macfarlane, lecturer in politics at St John's College, to define academic freedom after a row between Ruskin and a former tutor, Mr David Selbourne.

He is claiming constructive dismissal against the college because of a student boycott of his lectures which followed publication of an article he wrote in *The Times*.

In an eight-page report, the advisers say that while the college should not permit intimidation of academic staff, dons who "differ from commonly-held values and principles of a non-academic kind should show some regard for the feelings and convictions of their colleagues".



A H Halsey — Lord McCarthy — George Walden

In their day-to-day relations with other college members, dons ought to avoid expressing views in ways that "appear to others to defame or damage the reputation of the college".

But the report has been dismissed by Mr Walden, who insists that academic freedom cannot be fudged. A Department of Education and Science spokesman confirmed this week that the minister rejected the advisers' view of academic freedom.

Mr Walden now hopes Ruskin will reject the definition in favour of an unequivocal statement of support for academic freedom.

The college principal, Dr John Hughes, declined to comment on reports of Mr Walden's opinions, saying the minister had yet to make his views clear.

Ruskin maintains it has been more explicit about the issue of academic freedom than other institutions. Dons' rights were protected by a contract and a grievance procedure with recourse to independent conciliation through Acas.

# Parsing the Bard failed to reach . . .

Shakespeare would have despaired at the brave new world that had such creations in it as the Government's proposed city technology colleges.

Not only did the Bard eschew technological endeavour for the more ethereal delights of blank verse, he was sublimely ignorant when it came to the classics.

Shakespeare, who had "small Latin, and less Greek", therefore fails the twin tests required of the ideal technologist-scholar envisaged in a speech delivered this week by the minister for higher education, Mr George Walden.

He told the Council of University Classical Departments at its conference in Birmingham there was "a bright future indeed" for a child who mastered Latin as well as technology.

Much had been made of the scientific content of the 20 CTCs announced in the autumn by the Education Secretary, Mr Kenneth Baker. But commentators had overlooked the fact that half the curriculum would concentrate on the arts and humanities.

The whole ethos of the new schools would be conducive to experiments such as had occurred in the United States, where inner-city children learned Latin and Greek. The classics would be taught alongside technology.

"Nor do I need to spell out for this audience the increasingly close intellectual inter-relationships between these subjects, or the need to temper technological progress with a parallel emphasis on the humanities, rigorously taught," he said.

Mr Walden praised classical scholars for their "sense of proportion, rational detachment, restraint, sane judgement, and avoidance of passionate extremes".

At present, he said, some local education authorities found room in the curriculum "for less obviously beneficial – not to say downright weird – subjects" than the classics.

He reiterated statistics which showed that 54 per cent of classics graduates enter commerce, compared with less than one in three graduates in all other subjects.

While the City, banking and stockbroking were popular careers for classicists, however, only one in 10 went into industry, compared with a third of graduates in other subjects.

"Maybe classicists should spread their talents a little wider to include industry. There is a change towards tidier thinking there too," he said.

# Breakthrough for budding poets

Britain's budding young bards are being urged to muster their muse and enter the first Young Poet of the Year contest to be organized by the Schools' Poetry Association.

Along with the title and a cash prize of £150, the winner will have a selection of his or her best works published.

The contest, supported by Shell UK, will be judged by the poets James Berry and Helen Dunmore, and the results will be announced at a reading and award ceremony at the Isle of Wight Festival of the Arts in June.

There will be cash and book awards for winners and runners up in all primary and secondary school, age groups and prizes for all entrants who attend the arts festival. Competitors must be aged under 19 on March 31, the deadline for entries.

"We are looking for a young poet who is consistently good, perhaps developing a mature style and possibly even some vision," said Mr Richard Marriott, SPA competitions editor.

He hoped the contest would encourage youngsters to get involved with community ventures such as poetry workshops.

Competition details can be obtained from Mr Marriott at the Royal Grammar School, Eskdale Terrace, Newcastle upon Tyne, NE2 4DX.

# Maths network launched

A new project in mathematics which aims to stimulate research and the exchange of ideas across Europe is to be based at the University of Sussex.

A European Mathematical Trust is to be set up to co-ordinate the planning and organization of a computer system.

The Euromath system will initially involve Western European countries, but could eventually become world wide. It will provide information on research and establish electronic conferencing within particular fields.

The trust has been founded by Professor Sir Michael Atiyah of the University of Oxford, chairman of the European Mathematical Council, and Dr Christopher Mulvey, secretary of the Council of the London Mathematical Society and a lecturer at the University of Sussex. The European Commission has given it £550,000.

# Nurturing young chess talent

After the surge of publicity surrounding the world championship last summer, many chess officials are now asking how they can sustain public interest in the game. Above all, many want to see a permanent rise in the membership of local clubs, but are uncertain how this can be achieved.

Many club players want the British Chess Federation management to drum up membership for them. They claim that the BCF does insufficient for the so called "grass-roots". This is a mistaken attitude. Clubs must exploit the BCF's own high profile to develop member-gaining programmes for themselves.

Many clubs staged special events to coincide with the world title match in London. Lectures, simultaneous displays and demonstrations on giant chessboards all helped highlight activity outside the capital.

Yet creating awareness is clearly insufficient in the long term. In order to gain new members a drastic change is needed among club chess players themselves. Many clubs do little to attract beginners and youngsters – the very people they need to help if chess in Britain is to expand and thrive.

Attitudes towards juniors are various. Some adult players view younger players as nothing more than a tiresome hazard. There is no glory to be gained from beating a young player, but losing to a stripling is a source of embarrassment.

Those clubs that meet in pubs, for example, consciously exclude children. Others make no special provisions for them. One solution is to have a training session for juniors before the adults arrive. The youngsters then retire respectfully when their elders appear. In contrast to this Dickensian scene, some clubs encourage juniors to join in.

One club which has successfully integrated adults and juniors is Rose Forgrove of Leeds, voted British Chess Federation Club of the Year for 1986-87. The club has nearly 70 playing members, almost half of whom are under 18.

Rose Forgrove has a policy of recruiting new members regardless of age, playing strength or gender. As part of this campaign, members hold an annual chess demonstration in the local shopping centre. This is well publicized by local radio and press. The club also takes part in galas and sports days.



Many clubs do little to attract youngsters

One club official has been specifically elected to arrange tournaments for the younger players. The juniors are encouraged to take a full part in club activities and are selected for teams according to their ability.

Club captain Royston Bond argues that this is much better than operating separate junior teams, which tends to hold back the stronger ones. He adds that "by being included in teams with adult players they find themselves being stretched and thus their game improves more rapidly".

Rose Forgrove also organizes training sessions for the juniors – the most effective being on a one-to-one basis with the stronger club players.

This high level of commitment to junior players' development needs to be duplicated throughout the country before there can be a lasting increase in club membership. Local clubs must become more active in attracting members, but how many of them will prove to have the energy and foresight displayed by the Rose Forgrove Club?

RAYMOND KEENE

CHILD ABUSE.



COSMO AND DIBS LEARN TO SAY NO.

The puppets Cosmo and Dibs have already explored difficult subjects like anger and bereavement in an attempt to help very young children to understand their feelings and talk about their experiences.

In the new "You and Me" series Cosmo and Dibs will be tackling some of the issues involved in Child Abuse in three separate stories.

The intention of these is to stimulate discussion between parents or teachers and children in their care.

To this end, "You and Me" will be linking up with "Kidscape," an organisation with considerable experience in helping children protect themselves from abuse.

Parents and teachers will be advised after the programmes and in the Radio Times on how to get hold of free back-up material from "Kidscape."

'HARRY'S COUSIN' 20th Jan 2.02pm
Shows how Cosmo & Dibs cope with someone who tries to become familiar with them

'OBSERVATIONS' 16th Feb 10.00am
Encourages young children to remember details of a stranger's appearance.

'SECRETS' 17th Feb 2.02pm
Demonstrates how secrets can sometimes be dangerous and should not be kept.

BBC EDUCATION

BBC SCHOOL TV

## IN BRIEF

### Clwyd plans tertiaries

A new tertiary education system is being devised by Clwyd County Council to combat a 23 per cent reduction in school rolls and an increasing demand for post-16 vocational courses.

County councillors plan to convert all the county's English-medium comprehensives into 11 to 16 schools, and to establish three English-medium tertiary colleges, one to serve each of the county's three districts. Despite additional transport costs, such a system would result in cash savings of over £378,000.

Clwyd is also considering the possibility of establishing the medium of Welsh on the sites of existing bilingual secondary schools. In order to ensure a wide variety of courses, these units would be linked with the local English-medium tertiary colleges.

### ILEA's proposals

Final plans for inner London's first four tertiary colleges catering for more than 8,000 16 to 19-year-olds should be sent to the Education Secretary for approval by April, the Inner London Education Authority said this week. The £30 million package of proposals to cover Hackney, Islington, Tower Hamlets and the City area was approved by the ILEA development sub-committee which announced a target date of September 1989.

### Field trip money

The Department of Edcation and Science has asked for details of all local education authority spending on examination-course field trips. It is known to be worried about the implications of a Local Ombudsman ruling that parents should not have to pay for such trips. Talks with the Association of Metropolitan Authorities and the Association of County Councils have already taken place.

### Assessment study

A research grant of £50,000 has been given by the University of Birmingham to Dr Richard Riding of the Department of Educational Psychology to investigate recent developments in assessment, particularly in relation to GCSE and records of achievement.

### Research boost

An extra £8 million is to be spent on environmental research over the next three years. The money is in addition to £34.3 million already announced for university research by the Natural Environmental Research Council. The council is funding six new programmes, including a post-Chernobyl study to find out where radioactive particles go in the atmosphere, and the construction of a computer model aimed at predicting North Sea pollution problems.

### CILT chairman

Sir Hugh Campbell Byatt, aged 59, a former Ambassador to Portugal, is to succeed Dr Albert Sloman as chairman of the governing body of the Centre for Information on Language Teaching and Research. Other new members of the governing body will be announced by the Education Secretary in the near future.

### Computer quiz

More than 230 London secondary schools will compete for £1,500 worth of prizes in the British Computer Society's general knowledge quiz, sponsored by Esso and designed to encourage the use of computer technology in the classroom.

### Barnardo book

In the December 26 edition of The TES it was incorrectly stated that *Children In Care* by Diana Gamble was published by the National Children's Bureau. It was in fact published by Dr Barnardo's.

# How the young lurch into crime

by Jeremy Sutcliffe

Clear links between teenage drinking and crime are shown by an investigation in Mid-Glamorgan – the county with the worst crime rate in Britain.

The investigation was initiated by Mr Nicholas Edwards, the Welsh Secretary, who is concerned about the county's crime figures. It discovered that one out of three teenagers currently on probation had been drinking before committing crimes – many of them heavily.

Based on interviews with 98 young offenders in the county aged between 14 and 20, the investigation shows seven out of ten of those who had been drinking had consumed more than four-and-a-half pints of beer. Some had drunk as many as 13 pints.

The link between drink and crime could well have national implications. A new survey, *Adolescent Drinking*, by the Department of Health and Social Security, shows that children as young as 13 are able to buy drinks in public houses and suggests that some 15-year-olds drink in school hours.

The investigation by the Mid-Glamorgan Crime Prevention Working Party – a joint local authority police body – found that seven out of ten youngsters interviewed said boredom was the main reason for breaking the law. Lack of money was also cited.

But the working party's biggest concern was the influence of alcohol, with many youngsters – often still at school – meeting in public houses before committing offences. "Alcohol was the trigger in most of these cases," said Mr Alwyn Williams, working party chairman.



All too often offences are committed after an under-age drinking session

Youngsters questioned were unanimous in saying that local social centres which provided an alternative to public houses, would help to discourage them from committing offences.

The DHSS survey shows that nationally 63 per cent of children are introduced to alcohol before the age of 11. By the time they are 17, 61 per cent of boys and 54 per cent of girls claim to drink alcohol at least once a week.

More serious, 8 per cent of children aged 13 or 14 who buy drink say they are served in public houses, while 13 per cent buy drink in clubs and discos. Two per cent of 15-year-olds say they have had their first drink of the day during school hours.

The DHSS survey also shows that in one health region alone, north-east London, around 20 children under the age of 15 are being treated in detoxification units each year.

*Adolescent Drinking*, HMSO, £6.80.

Religious education is compulsory in all schools yet HMI reports show that it is often taught by non-specialists with little idea of what they are trying to achieve

# Survey highlights RE staffing crisis

More than half the religious education teachers in 21 Welsh secondary schools surveyed by HM Inspectors had no qualifications in the subject.

The inspectors' report also reveals that more than one in three RE staff were teaching the subject for less than a quarter of the week. And it points to massive differences in funding between schools, and a "disappointing" lack of in-service training.

The survey was carried out in South Glamorgan schools in the spring, and is based mainly on a questionnaire which probes the staffing, resourcing and organization of RE departments.

It showed that out of 83 teachers who took RE classes more than a third (37 per cent) were involved for less than a quarter of the week. In one school four teachers took two RE lessons a week each, while in another, five took between two and five lessons each.

The inspectors blame part-time involvement mainly on lack of suitably qualified teachers. Such arrangements make it difficult for a teacher to develop interest and commitment, they say.

Just under 39 per cent of the RE teachers surveyed had a degree in the subject, while a further 11 per cent had a main religious studies college of education subject qualification. Overall, slightly fewer than 50 per cent were qualified to teach the subject. In some schools, three out of four RE teachers were unqualified.

Teaching by non-specialist staff did not generally extend to public examination classes, but by giving priority to these classes the core curriculum suffered.

In view of the high proportion of non-specialist teachers, it was "disappointing" that only a small minority had attended in-service courses during the previous three years.

The report also highlights the differences in RE funding. The amount of money available per pupil varied from 22p to 75p. The average was 50p.

This was reflected in the choice and numbers of textbooks. While a few schools had impressive collections, others had "a narrow choice of course books and their store-rooms or cupboards contain uninspiring and outdated sets which are very little, if ever, used".

While the report concludes that most schools were achieving satisfactory and in a few cases very good, standards the quality of pupils' work in years one to three varied considerably. These variations occurred not only between schools, but frequently within them.

"It is a matter of concern that so much of the teaching of RE departments is undertaken by teachers who have no qualifications in the subject and who, in many cases, have only a minimal teaching commitment," the report concludes.

"Rationalization of the teaching to fewer hands would encourage the professional development and departmental teamwork which will be essential if the best practices are to be more widely emulated."

*A survey of religious education in secondary schools of South Glamorgan*, Crown Copyright 1986, available from the Education Department, Welsh Office, Cathays Park, Cardiff CF1 3NQ.

Bert Lodge

# Laden with values but very little else . . .

Religious education in some West Glamorgan primary schools is being treated as a vehicle for promoting certain values rather than as a school subject, HM Inspectors report.

After inspecting 20 schools in the autumn of 1985 the inspectorate concludes: "Unfortunately few schools have clear objectives and much religious education is taught implicitly as part of a desire to promote certain values and attitudes."

Giving the pupils the idea that RE is non-academic means they fail to approach it with the inquisitive, critical thinking applied to other subjects. This will not help them "to think intelligently about ultimate questions".

With this view of RE, pupils have few opportunities for discussion, discovery or extended inquiry. "There is a widespread view that pupils need security, and that to allow them to ask questions is to engage them in religious controversy."

Resources are generally inadequate but this does not lead to more use being made of local or national resource centres. Books in most schools are lacking in number, variety and appropriateness. Yet nine schools make no use of radio or television broadcasts. Some schools have no film strips or slides of any kind. Only one or two schools borrow material from the county or national resource centres.

Where the explicit dimension to RE exists – "if it exists at all in schemes of work" – it is narrowly interpreted in some schools as teaching Bible stories of the lives of great men and women throughout the ages.

Morning assembly is regarded by most schools as the most important aspect of religious education. These occasions fulfilling an important role in the schools' corporate life. Usually the traditional pattern of a hymn, a reading, short prayers and a second hymn is followed. An increasing number of schools are encouraging children to participate.



Generating a sense of "community" becomes harder when teachers stay away from assemblies

But the inspectors note that while some schools all members of staff attend assembly, in others they accompany their pupils to the door then return to their classrooms to get ready for the day. "In such instances the value of an assembly as an occasion embodying a strong sense of community is diminished."

In nearly half the schools, no formal assessment of children's progress in the subject is made nor records kept. But this is no more than logical, says the report, in view of the fact that so few pupils are encouraged to make personal responses either orally or in writing.

"Unless schools set out detailed objectives within schemes of work for each stage in teaching religious education, pupils are unlikely to acquire a foundation of knowledge about religion and the meaning of simple religious terms and concepts in a progressively differentiated way."





Learning-through-fun begins for the masses this autumn. But will industry pay to join the party?

# Open College begins to live up to its name

The Open College, the television-aided mass programme of adult training which starts this autumn, will provide a much broader range of learning than the Government has envisaged.

A draft broadcasting timetable, drawn up by the college's newly-appointed management team, proposes that a quarter of the student programmes on Channel 4, the main network involved, should be given over to personal development.

The broadcasts will cover topics such as leisure activities, skills for use in the home, and coping with unemployment, as well as academic subjects. There will be at least one educational panel game.

The plan, produced at breakneck speed within a few weeks of the appointment of the college's director, Ms Sheila Innes, the former BBC educational broadcasting chief, is striking evidence that the college's management intends to establish it from the start as a powerful and independent institution, with a firm central control over the educational objectives and the pattern of courses.

The draft sets out a framework for television support for a full and coherent range of courses calculated to cover the learning needs of a large proportion of the adult population, from school-leavers and the housebound to technicians and senior business managers. It has yet to be agreed with Channel 4, whose education department has its own strong ideas on what the college should provide and how.

The college intends to have at least 15 courses ready when broadcasting starts, and to bring the total up to between 30 and 50 by the end of the year.

Material has already been commissioned from a number of organizations, including Macmillan, the National Extension College, the BBC, Thames Television, and Videotel.

This build-up is in marked contrast to earlier expectations within both Government and educational broadcasting circles that the college would start with a token handful of exemplary courses, and the hope that outside organizations such as business firms would fill the rest of the air time with sponsored programmes or courses that they produced at their own cost.

In fact, the college's management is discounting the idea that any significant contribution from the private sector can be expected in the first year. It thinks it may have to call on the Manpower Services Commission for up to £12 million to set up and run the first year's provision, instead of the £5 million which the Government intended should be made available.

An MSC official said this week: "It isn't clear yet to anyone how much will be needed, but we are all agreed that the important thing is to get the product right. We take the view that once industry sees that the programme is working, and has captured the imagination of the public, then there will be no lack of sponsorship from the private sector."

Some of the college's senior staff believe, however, that this sponsorship is likely to take a limited form and that, while a lot of big employers will be happy to pay for courses aimed at the specific needs of their own staff, general courses will have to be commissioned at the college's expense.

The aim will be to try to recover the cost by charging fees to the users of the course materials whether they are employers, educational and training organizations, or individual students.

The college will operate with about 70 headquarters staff, located in a main office in London and a northern branch in Manchester; several central London sites are being considered, including a building in Shepherd's Bush, close to the BBC Television Centre.



Sheila Innes: catering for a broad range

## Switching students on through TV

Television is to be set a task by the Open College which has defeated countless teachers and adult educators: to convince a sizeable part of the population that learning can be fun.

Strictly speaking, the Open College does not need the airwaves for its teaching: like those of the Open University, all its courses will be designed so that they can be taken by the hypothetical islander beyond the broadcasting fringe.

Mr Richard Freeman, the college's newly-appointed director of courses, says that around nine-tenths of the teaching will be through printed texts ("still by far the most effective way of learning in the long run"): the other 10 per cent of audio-visual material is enormously valuable for illustrative purposes and for maintaining interest, but not essential, he claims.

So the irreplaceable role for television in the establishment of the new programme will be to get people interested in the idea of learning and to demystify it. For Channel 4's programme-makers the test, as always, will be to get people switched on before they decide to switch off.

This is one of the two main reasons for the heavy emphasis on personal development themes in the broadcasting plan that Mr Freeman has developed as his first task for the college – ahead of actually taking up his appointment in the middle of this month.

"It is both to demonstrate the college's commitment to a wide view of learning, and a way of attracting people into learning who would be put off if it were heavily labelled vocational," he says.

From the first there will be "some kind of fun leisure course" and a simple course to show people how they can use their skills in a profitable way.

A panel game is to be devised, probably based on a competitive maths quiz, and a whole range of other similarly-sugared learning pills are being thought up.

The approach, a far cry from the Government's vision of the college as a very cheap way of securing the industrial training that most employers have dodged providing by conventional means, has won the enthusiastic backing of the Manpower Services Commission, the college's paymasters. Some of its officials are urging the college to commission a special soap opera; but Mr Freeman balks at the cost, around £60,000 for each half-hour, which is about twice what the college expects to spend on making television programmes.

There will also be more than enough heavyweight material in the first clutch of courses to satisfy any ministerial doubts about the serious contribution the college aims to make to industry and the economy. It will include a major management education project; an equally important contribution to technical education; something on starting up new businesses or making existing enterprises flourish; a course designed for "the middle people in industry – the clerks, administrators, and telephonists who are nearly always overlooked"; and a skills course at basic level.

The main broadcasts will be an hour every weekday on Channel 4. Three of the days are to be given over to material on one of the three main "themes".

On Tuesdays, the programmes will be on management and technical subjects; on Wednesdays, personal development, leaving Thursdays for courses on work skills. Mondays will be devoted to programmes aimed at all students, and Friday's programmes will be for those running courses, rather than for students.

Within each of these groups, the college will be providing a range of courses at a series of levels, corresponding to the structure of qualifications being worked out by the new National Council for Vocational Qualifications. The broadcast programmes will not themselves be sequential, however, so they will be of use to people at any stage in a course.

"There won't be a standard Open College course, like the Open University courses. The whole idea is that there is a range of material to suit all sorts of needs and suitable for people at different stages of learning", says Mr Freeman. "A student will be able to start a course when he or she is ready, at any time of the year."

The Open College also hopes to encourage drop-in learning – by students calling in at study centres or anywhere else where its courses become available, or simply by switching on the television set when the subject interests them.

# Minorities feel the loss of GLC

Training projects for ethnic minority groups have suffered most from the abolition of the Greater London Training Board. The board, an offshoot of the Greater London Council, disappeared when the Government killed off the GLC last April.

Two out of three projects funded by the training board have managed to get replacement funding, most of them from the EEC or London boroughs. None of the 10 ethnic minority training schemes has secured permanent funding, although a few have survived on money given them by the board before its closure; but this "forward funding" was due to end last week.

The three GLTB projects for minorities which have new funding are training advice centres, which have no direct role in providing training. Among the projects which have been running down is a scheme to subsidize apprentice places in ethnic minority businesses.

Women's projects have fared best, largely because they have qualified for European Social Fund grants.

Three other projects depend on the London boroughs for new money under the transitional funding arrangements which are tightly controlled by the Government, and which will be phased out over the next four years.

# New Year resolution to boost industry

by Owen Surridge

Industry education may become a compulsory part of all initial teacher training courses.

Although Industry Year is now over, the campaign is to continue this year as "Industry Matters". And getting the training colleges to take industry education seriously is part of its unfinished business.

As a result, the National Council for the Accreditation of Teacher Education is being urged to include industry education in its course criteria.

The campaign organizers are angry at the training institutions' lack of response to the attempts made in 1986 to get them to develop industry modules for their courses – in marked contrast with the reaction of schools and education authorities to the campaign.

Sir Geoffrey Chandler, director of the Industry Year campaign, speaks in glowing terms of the attitudes of the l.e.a.s. Describing the role of education as vital in combating an "anti-industry culture", he pointed out that up to three-quarters of the country's secondary schools were now engaged in industry link schemes. So far, fewer than a quarter of primary schools are involved but the campaigners, who believe that it is important to get the youngest children, intend to exert more pressure on this sector.

Sir Geoffrey admits that he had not expected such a positive response from the education service, particularly in areas of high unemployment, and "considering Industry Year coincided with the most difficult year education has ever had." Fortunately, the campaign's object fitted in well with educational developments such as the GCSE, continuous assessment, profiling, the Certificate of Pre-vocational Education and the Technical and Vocational Education Initiative.

The campaign is to continue until March 1988, at least, and has received a Government grant of £250,000, bringing Whitehall's total investment in the enterprise to £1.5 million.

Future aims of the campaign will be to secure productive industrial links for all secondary schools and many more primary schools; to increase exchange secondments of teachers and managers; to involve industrialists in teacher training; to extend work shadowing arrangements for pupils, and to persuade more firms to adopt education policies.



Nearly 75 per cent of secondary schools have industry link schemes

Edited by Mark Jackson




**IMPORTANT!**

**Remember to record and use BBC School Radio Night-time Broadcasts**

The Spring term starts on Monday 19 January.

English Resources for A-Level and GCSE are featured in the first week: Doctor Faustus – Jane Austen – Thomas Hardy – The place of the writer in twentieth-century China.

Night-time Broadcasting. Use a time-switch with a cassette player to record these programmes, broadcast between 00.30-01.10 on Radio 4 VHF/FM.

For a Night-time Broadcasting schedule contact: BBC Education (NB), London W5 2PA. Tel: 01-991 8031.

BBC EDUCATION

OVERSEAS

The example of French students in taking to the streets to demonstrate has been followed by protesters in East and West, *TES* correspondents report

# Young public face of a nation's deep discontent

CHINA

China's recent student demonstrations are the most disturbing outbursts of dissent the country has witnessed since the so-called "Peking Spring" or Democracy Wall movement of 1978–79.

The republic's largest and most populous city, Shanghai, was virtually brought to a standstill, and other major centres, including the capital, saw protesters demanding democracy and political and human rights.

In the aftermath of relatively successful student demonstrations in Paris against proposed changes in the French education system, the Chinese protests serve to prove that, in general, students are not prepared to tolerate authoritative government action without a fight.

For China, specifically, the actions by thousands of students who dared to take to the streets, defying official bans, represent a renewed expression of an underlying current of dissatisfaction with Communist Party authority and control.

For many Chinese, the drive towards the "four modernizations" – in industry, agriculture, science and technology and defence, spearheaded by the regime of Deng Xiaoping, is not enough. These demonstrations have revived the demand for a fifth: democracy.

How the authorities deal with the demonstrators and their demands is crucially important to party and people alike. A soft approach could encourage an escalation as other disgruntled groups, such as the youth of the 1960s who have not been allowed to return from rural exile to their home towns, join in and start to make themselves heard.

One such bunch, among them once-promising young hopefuls in China's education system, staged a sit-in last year in Peking, demanding to be relocated to their homes.

They had deserted their posts in the far-flung Shanxi province, hoping never to return. They were, however, persuaded to go back and continue to do their duty for the country by helping in the local drive towards modernization. Recent disturbances in the cities could tempt large numbers to drift back in an attempt to air their long-held grievances.

Another potential problem group for the authorities are the millions of middle-school graduates who are "waiting for work", as unemployment is euphemistically described in official Chinese. Some of these young people have already taken to the streets alongside the students and if their political, as opposed to their purely material consciousness, is raised by participating in demonstrations, they could become a force to be reckoned with.

A sharp crackdown on demonstrations, however, which has been the characteristic method employed by the Deng régime for controlling most forms of deviancy, could signal the transformation of various grievances into a radical movement.

Hard-line measures could lead to further festering under the political surface of dissatisfaction and dissent, and actually serve to unite underground movements against the present system of political rule which has brought drastic and far-reaching changes to Chinese society. If this were to happen a movement could erupt more organized and ambitious than the students have mustered, and once again China could be cast into the turmoil of civil strife.

In reality, both authorities and protesters understand the possibilities that exist and probably both sides wish to avoid the renewal of fighting in the streets, of the "smashing, grabbing and beating" that was common during the Cultural Revolution.

Yet the students demonstrating a decade after the death of Mao and the ending of the Cultural Revolution proper, have invoked an ideal which is quite central to the revolutionary tradition of Chinese students: that of democracy.

Great leaders of the past, such as the youthful Mao, took part in the May 4 Movement in 1919, when students demonstrated for revolutionary changes in Chinese society and laid the way for the founding of the Chinese Communist Party.

The anti-Japanese demonstrations of 1935 were also largely fuelled by student activists. The protesters of 1986 cannot be seen as deviant in their actions, given the heavily politicized role of their predecessors.

Yet paradoxically, their demands and chosen means of expression lie outside official limits. The political development of China has led to the exclusion of mass participation and the party has in many ways taken on the role of former paternalistic imperial régimes. The party rules in the name of the people and for their benefit, but without the people having to be directly involved. Deng and his colleagues cannot now accept the alternative demanded by the students because it would threaten the very basis of their rule.

Even to allow the students to form their own independent union outside the officially-sponsored Communist Youth League would be an abandonment of some party authority. The actions of China's leaders in the recent past have clearly ruled out the possibility of Western-style democracy and to be faced with this dilemma again, so far into their modernization programme, must present them with great political as well as moral anxieties.



AP

Road to reform: students on the march in Shanghai

The demand for the fifth modernization, as expressed by the imprisoned Jingsheng Wei for his role in the Democracy Wall movement, has not gone away. The opening-up of China to free market ideas as well as foreign capitalism, if anything, makes the demand stronger – especially among the young.

As one student put it last year, using the words he had picked up from some Western songs: "We are tired of being the nails, being hammered into place by the party, sick of being bricks in the wall, we want to choose our own lives."

**Ruth Cherrington**

# Factions link to combat new cutbacks

BELGIUM

Recent unrest in France has encouraged Belgium's students to join in protests against Government budget cuts which took effect in October. About 12,000 demonstrators, united across their traditional linguistic and religious divide, marched through the streets of Brussels just before Christmas.

The three contentious issues affecting the universities result from economy measures the Government thrashed out earlier this year, which have hit education and social services particularly hard.

The first is increased student fees, formerly fixed by the Government at 10,000 Belgian francs (£167) but now left for the universities to set themselves. They have risen to Fr13,000 (£217) in the Flemish-speaking universities, and up to Fr18,000 (£300) on the francophone campuses.

Second, the Government has frozen for two years at 1985 levels its contribution to the budget of universities, and halved their social allowances for this year. This includes cutting back student grants and loans, and subsidies for canteens and rents.

The third issue is the decline in educational and research standards, about which many academics are also gravely concerned.

Professor Pierre Macq, the new principal of UCL, the francophone Catholic university of Louvain, and M. Jean Hallet, the university's chairman of directors, criticized the Government policies at the opening of the new academic year, before a large audience which included the education and finance ministers.

Other eminent professors have written to ministers expressing their concern about the long-term damage to infrastructure, research and university teaching.

According to M. Hervé Hasquin, chairman of ULB, Brussels' non-Catholic francophone university, who has mounted an attack on the "pauperization of the universities", Belgian universities stand to lose Fr2.5 billion through cuts in subsidies and the latest economies.

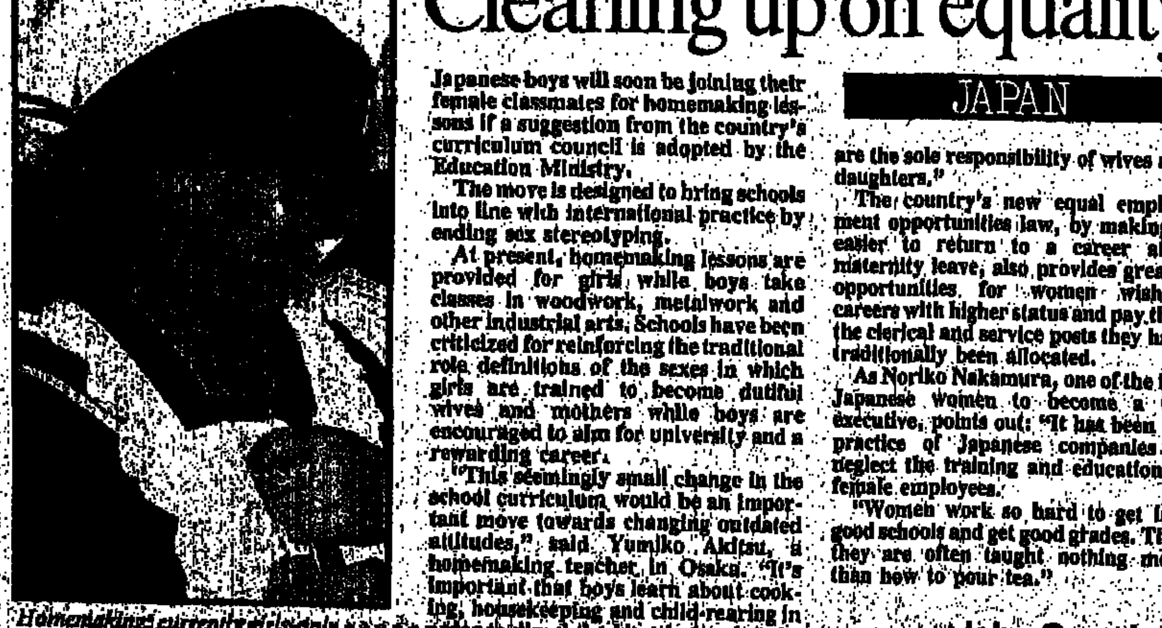
Although the issues have caused discontent over many months, the student protest movement – previously fragmented through lack of support and diversity of aims – has only recently come together.

M. Pierre Klein, of the newly-organized ULB students' commission to campaign against the increase in fees, said that while problems in French universities were different from those in Belgium, the French student movement had served as a catalyst.

**Jane Marshall**

# Cleaning up on equality

JAPAN



Homemaking: currently girls only

Japanese boys will soon be joining their female classmates for homemaking lessons if a suggestion from the country's curriculum council is adopted by the Education Ministry.

The move is designed to bring schools into line with international practice by ending sex stereotyping.

At present, homemaking lessons are provided for girls while boys take classes in woodwork, metalwork and other industrial arts. Schools have been criticized for reinforcing the traditional role definitions of the sexes in which girls are trained to become dutiful wives and mothers while boys are encouraged to aim for university and a rewarding career.

"This seemingly small change in the school curriculum would be an important move towards changing outdated attitudes," said Yumiko Akitsu, a homemaking teacher in Osaka. "It's important that boys learn about cooking, housekeeping and child-rearing in order to dispel the idea that such tasks are the sole responsibility of wives and daughters."

The country's new equal employment opportunities law, by making it easier to return to a career after maternity leave, also provides greater opportunities for women wishing careers with higher status and pay than the clerical and service posts they have traditionally been allocated.

As Noriko Nakamura, one of the few Japanese women to become a top executive, points out: "It has been the practice of Japanese companies to neglect the training and education of female employees.

"Women work so hard to get into good schools and get good grades. Then they are often taught nothing more than how to pour tea."

**John Greenlees**

# Erasmus in the chair

EEC

Belgium took over the presidency of the EEC Council of Ministers from Britain on New Year's Day with the uncertain fate of the student mobility scheme, Erasmus, still the dominant issue facing education ministers.

During its own six-month presidency, which started last July, the United Kingdom had hoped that the European Action Scheme for the Mobility of University Students – the EEC's most ambitious educational project to date – would be approved.

But ministers meeting at the end of November failed to agree a compromise package and the European Commission withdrew it.

Now Erasmus is back on the agenda, and the Belgians hope to see it get the go-ahead from ministers during their presidency, which runs until the end of June. The education council – under the chairmanship of the education minister for the francophone part of Belgium, M. André Damseaux – is scheduled to take place in May, but an early meeting specifically for Erasmus might be arranged if signs for its adoption look good.

Erasmus would offer one in 10 EEC students the chance to study in another member country by 1992.

Ministers for education and youth will also be considering the youth exchange scheme, YES for Europe, under which the Commission proposes that 80,000 people aged 16–25 would spend some time in another member state.

They will also receive progress reports on other community initiatives currently underway – foreign language teaching and the integration of handicapped children into ordinary schools. And in February, the education committee will discuss the first stages of a long-term plan to "promote the image of Europe" through greater objectivity in the teaching of such subjects as history and geography.



OVERSEAS



Orde Eliason/Link

New emergency restrictions include banning badges

# Botha insists there will be no black alternative

SOUTH AFRICA

**Pat Sidley on Government moves to kill off majority-led education**

Another set of emergency restrictions has been imposed on South African education in an effort to stifle dissent in black schools and to stamp out an emerging alternative education system for black students.

Earlier restrictions had been set up by the Botha Government to try to silence the resistance movement, the National Education Crisis Committee. The views of the NECC were declared "subversive" and are subject to fines of up to 20,000 rand (£4,500) or 10 years in gaol or both. NECC leaders have also been held in detention.

The latest moves give the director-general of the Department of Education and Training, which deals with black education, the power to:

- ☐ Ban any syllabus, course or class not approved by the DET;
- ☐ Prohibit school students from being on school property at any time;
- ☐ Stop any other person not officially connected with a school from taking part in any school activities;
- ☐ Stop anybody obstructing school activities;
- ☐ Ban T-shirts, uniforms, clothes, flags, badges and the like showing slogans or organizations;
- ☐ Ban books, notices, letters or any other writing dealing with any subject specified in an order issued in terms of these regulations.

These most recent restrictions also carry a fine of R4,000 or two years in gaol. They are seen as aimed at school students as well as NECC organizers and teachers, and are intended to ensure that children attend schools, at the allotted times, to study Government syllabuses, and then return home.

This operation is expected to be effected by a security force both in and out of schools, and by tough action against pupils who are seen as threatening to the DET's orders.

The alternative system, "People's Education", has grown out of protests against inferior and different education for black students. It arose from the large-scale boycotting of schools which emphasized the inferiority of separate "Bantu education", a much-hated pillar of apartheid.

Two large conferences of teachers, parents and students have produced an intended programme on People's Education, with a series of commissions which have sought to produce new syllabuses and systems. The most important one, "the Sisulu Commission on People's Education", was chaired by Zwelakhe Sisulu, who was detained along with NECC executive members Vusi Khanyile and the Reverend Molefe Tsele last month.

The two subjects of greatest concern are history and English. According to a memorandum put out by the NECC, history as taught in South African schools "distorts and maims the past and is silent and misleading on the historical experience of the majority of South Africans".

Paradoxically, churches, parents, teachers and almost all political organizations across the spectrum have called for students to return to school in 1987. The black daily newspaper, *The Sowetan*, has called for students to return, but urges the Government to scrap the regulations before school begins as "we are almost certain these regulations will provoke what we fear most, a repetition of what has been going on in black schooling since 1976".

The state broadcasting corporation, the SABC, has twice run comment on the education restrictions, making it clear the Government will not tolerate any deviance from its line – and is determined to crush the NECC and People's Education with it.

# Savouring a taste of the free market

UNITED STATES

**Children in 16 school districts, spread among eight states across America, are about to become guinea pigs in a project that could have far-reaching consequences for education in the United States. Their schools have been chosen to act as living laboratories for deregulation and reform.**

**The reforms in question are those endorsed last August by the National Governors Association in a report entitled *Time For Results*. They include giving parents more choice over which schools their children attend; operating schools year-round, finding ways to evaluate principals, and giving teachers more status and accountability.**

**The report also suggested that students should have more authority to choose their own subjects, that there should be more student-teacher contact, and that requirements for earning specific numbers of credits should be relaxed.**

**The states involved in the experiment are Arkansas, Colorado, Missouri, New Hampshire, New Jersey, South Carolina, Tennessee and Utah.**

**Mr William Bennett, the Education Secretary, has endorsed the trial, and his department will monitor progress and report the results to schools throughout the country. He has also promised to help districts involved cut through federal red tape – an offer they have not been slow in accepting.**

**New Jersey is asking for a relaxation of federal rules so that immigrant children can be taught in intensive English classes instead of receiving bilingual education. Tennessee wants more flexibility in the use of textbooks, and Arkansas is objecting to state certification rules that stop schools from shifting teachers around to teach children instead of specific subjects.**

**Since most of these changes are close to Mr Bennett's heart, they should find him in a giving vein. He has called the governors' report "the single most important event in American education in the last several years".**

**Bill Norris**

# Festive whines for external exam ban

NEW ZEALAND

At Christmas parties in New Zealand, anyone who admitted to being a teacher immediately got an earful of worry about where schools' internal assessment of pupils is leading the country.

"Employers want to know what they are getting."

"How will we know what our children are good enough for?"

"Schools are all different, an A grade from one won't be the same as an A from another."

"Grades from A to E don't tell you much, not as much as a per cent."

These fears are easy to understand, though difficult to answer – especially with a piece of Christmas cake in one hand, a glass of Riesling in the other and shoulders glowing from early summer sunburn.

Not so pleasant is the accusation you get when the wine has had its effect: "You teachers are just trying to scrap the external exam because it shows you up as a lazy lot of no-hopers. I have to show my boss I'm doing a good job."

Those opinions have appeared so clearly in some "secret" Cabinet polls that internal assessment is regarded as a vote loser. That leaves the Minister of Education out on a limb.

It became increasingly obvious over the last months of the year that the minister was not getting what he wanted out of the Cabinet. For example, he recommended a wage/conditions package for secondary teachers to improve recruitment and career prospects and had it knocked back by Cabinet. That led to a one-day strike in many schools and threatened rolling stoppages.

The Cabinet backed down, the teachers got a better money package but a poor career structure. The minister's advice proved good, but it didn't endear him to his colleagues.

In this election year we can therefore expect a publicity campaign which will have to say that changes in schools are happening at the right pace, that the minister is listening to public opinion, that standards are better than ever, and that internal assessment is more just than any external exam system would be.

Even more important to the Government, the department and the teachers' unions must convince the public that teachers are having to work harder, to be more professional in their judgements, and are not looking for a system which leaves them unaccountable.

**Llyn Richards**

# Bribery and corruption in high-school places

CUBA

**Castro's régime has gaoled 11 teachers for falsifying exam results, reports Patricia Smith**

Eleven Cuban teachers, including a deputy head, have received jail sentences ranging from six months to four years for accepting bribes to get pupils through exams.

The case – Cuba's first education scandal reported in the home press – is part of a general clampdown on corruption by the Castro régime.

In addition to the gaol sentences, the court deprived the offenders of their civil rights and prohibited them from teaching for five years. Education Ministry rules, however, will mean they are banned for life.

The teachers were on the staff of the Guiteras pre-university school, the equivalent of a sixth-form college, in Havana. Ten of the defendants were in their twenties and thirties, and so had grown up in the revolutionary period which began in 1959. The only woman, a teacher and school secretary, is 59.

The scale of the operation came to light in July when the ministry appointed an inspector to look into the case of a male student who had won a university place without having passed his final, twelfth grade in physics, chemistry and maths and had not even studied the eleventh grade.

The young man had been attending a school outside Havana and transferred to Guiteras with the help of one of the teachers by presenting falsified documents.

His girlfriend had earlier been accepted as a pupil at Guiteras after the results of her 11th grade and the first term of ther 12th were altered.

The offenders received bribes of £20–£875 or more as well as alcohol, perfume, shoes, clothes, watches, videos and calculators. Most of these goods are in short supply and only available for foreign currency or on the black market, in which some of the offenders were said to be involved.

The teachers were accused of falsifying exam papers outside school and substituting them for officially authenticated ones. The same day, the pupils picked up the papers from the secretary's office and worked on the answers at home and, in one case, at the house of one of the teachers.

Things had reached the point where successful pupils were told they had failed and asked for a bribe to put everything right.

One of the teachers even charged pupils for private tuition within working hours and on school property.

The scale of the fraud has raised questions about how widespread such practices are.


## Education Development Scheme
## Study Awards

A number of Study Awards are to be offered by the Overseas Development Administration to enable candidates to enhance their qualifications by study or research and to widen their expertise to fit them for further employment within the Overseas Aid Programme or within related activities.

Applicants should be British Citizens below the age of 45 with a minimum of 5 years overseas experience in an aspect of education and should hold a degree and a professional teaching qualification. In certain circumstances these conditions may be waived for applicants who have been serving under the British Volunteer Programme, provided they have at least 2 years teaching experience in a developing country and hold the minimum academic and professional qualifications.

Awards customarily range from single term short courses to academic year degree courses and cover fees and provide an allowance towards living costs, books and stationery. The amount is determined by the circumstances of the candidate.

For further details and an application form, please write, quoting ref: AH366/BR/TES, to: Overseas Development Administration, Room 366, Abercrombie House, Eaglesham Road, EAST KILBRIDE, Glasgow G75 8EA.

Closing date for applications is 1 March 1987.

ODA OVERSEAS DEVELOPMENT

Britain helping nations to help themselves

LETTERS

## Demi-pensions

Sir – Mr Nigel Lawson has announced that index-linked pensions for retired teachers will be increased by 2.1 per cent on April 1, 1987. I assume that this is based on the preceding year. Not much is it? What about next year?

My wife and I retired, both of us with well over 30 years' teaching service, on August 31, 1986. As head of a Group 2 primary school my salary at retirement was £12,675 per annum. I now read that if I had continued teaching, my salary on October 1, 1987, would have been £16,000 per annum (Mr Baker's offer) or £16,600 per annum (employers' offer) upon which my retirement pension would have been based. It seems that my wife's pension (based on Scale 1) has also to be penalized.

During the two years of the teachers' dispute my wife and I (both NUT members) co-operated with the one-day strike, all the half-day token strikes and donated money to the strike fund. We will not gain any benefit from our action to try to solve the two-year-old pay dispute which is now seen to be proved so necessary.

Pensions of recently retired teachers should be brought into line with the new proposed teachers' salary increases.

JAMES ELLWOOD
Garth Hill
Castle Carrock
Carlisle

## Male treat

Sir – Am I being cynical when I suppose that the majority of the "better teachers" on higher pay scales will prove to be men?

A LYNTON
135 Gordon Road
Little Paxton
Huntingdon

# Arson damages mental health of staff and pupils

Sir – In "The fire that felled Four Oaks" (*TES*, December 19), Howard Sharron described at some length the statistics of arson and only touched on its effects on the school's staff and pupils. What are the effects on the teachers and children who find, at nine o'clock one morning, that an integral part of their daily life has been destroyed?

Worse yet are the effects when the fire happens during school hours, and children and staff have to be evacuated. Although, luckily, this is a rare occurrence, it is one for which schools are not prepared.

Obviously, the prime commitment on the part of the staff is to ensure that the building is evacuated as quickly as possible. Every school has an evacuation procedure that works and so there should be no problems. Unfortunately, after the calling of the register, the fire drill ends and everyone goes back into the building.

It is only when there is a genuine fire that the problems begin to manifest themselves. What do you do with several hundred children – some dressed only in PE kit – on a winter's day?

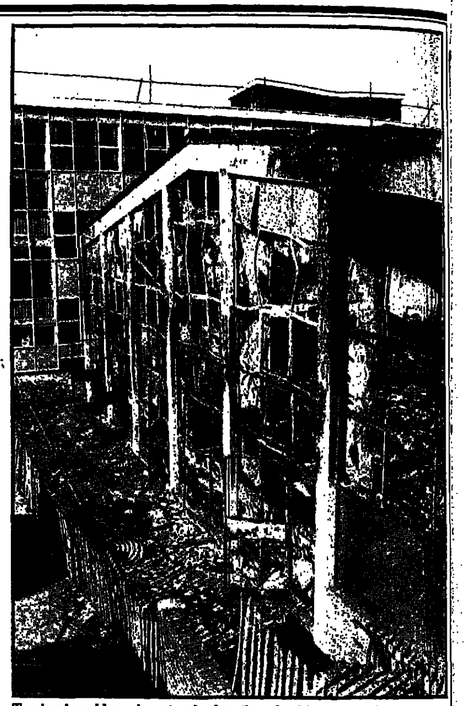
Are teachers aware of the effect on the children when they realize that this is not a practice? How do a few adults deal with the contagious hysteria that follows? Brothers and sisters need to be reunited at the earliest possible opportunity – you cannot convince an eight-year-old that her brother is still alive unless she can see him.

Are headteachers and local education authorities aware that even if the fire has been confined to a small part of the building, it may be several hours before anyone is allowed back in? Do teachers realize that after such an incident is over, when the last child has gone safely home, that they will suddenly lapse into a state of emotional exhaustion that it may take weeks to recover from?

For the sake of all those involved in schooling in this country, I.e.a.s must address themselves to the following points:

1 All schools should have access to a designated place of refuge. Parents should know where this place is located.
2 In the inevitable investigations that follow such an incident, all those concerned need to maintain a very sensitive approach towards all those who underwent the experience – the trauma remains for weeks after.

H MAXTED
3 Rosebery Road
Dosthill
Tamworth
Staffordshire



Teachers' problems do not end when the school is evacuated

## Bardic rights

Sir – After reading and rereading Mr Ray Wilcockson's confusing review of my book, *In Search of Shakespeare*, (*TES*, October 31), I think I've deciphered what he's trying to say.

He singles out; among other objects of his scepticism and displeasure, the chapter suggesting that Shakespeare may have been murdered with arsenic by his son-in-law, Thomas Quiney.

This theory of Shakespeare's death must really be credited to Dr Michael Baden, America's leading forensic pathologist, former chief medical examiner of New York City and the pathologist in charge of the exhumation and examination of John F Kennedy's body.

Dr Baden is usually regarded as the world's greatest expert on poisons. If he says that the forensic evidence shows that Shakespeare may have been poisoned I think we should pay attention. I also believe we may be permitted to question Mr Wilcockson's self-proclaimed expertise in this area.

Mr Wilcockson further objects to my style and approach, especially to my style. I gleaned this from a careful study of a sentence, which also dubs as a paragraph, that at first seems to defy comprehension: "'Come with me, step by step, as we unlock new doors . . . into the unknown world of . . .' here, Shakespeare, elsewhere, the Cosmos, Von Daniken's charioted heaven (*sic*) and a brochure of expert-couriered mystery tours." May I be flogged with redhot scorpions if those are not his exact words!

This flippant foray into unintelligibility is only a prelude to a criticism in which Mr Wilcockson attempts to strut his handwriting expertise. Now, handwriting is an extraordinarily complicated field in which I've spent some 60 years. I've written 12 books on handwriting and forgeries and still work five days a week as a certified expert witness in America's law courts.

Mr Wilcockson says that I place "total reliance on 'feel'" in my examination of handwriting, but he makes this observation only because he has not read the statements in my book. His allusion to "the Hitler diaries" as an example of the fatal error of being *positive* about handwriting is most unfortunate for his premise, since by using the "feel" test I was the first in the world to expose the diaries as childish forgeries on the front page of *The New York Times* and elsewhere.

Had I used the antiquated method of handwriting examination touted by Mr Wilcockson, I would have fared no better than Professor Hugh Trevor-Roper, pride of the University of Oxford, or the American expert, Ordway Hilton, both of whom drew their false conclusions from an examination of the trees rather than the forest.

The fact that I have uncovered nine examples of Shakespeare's handwriting () have since discovered many more) galls Mr Wilcockson. I would wager my life against a counterfeit groat that I am right.

Mr Wilcockson is vehemently opposed to certainty in a field that when properly approached by a knowledgeable scholar is as positive as fingerprint identification. He evidently believes that, in his own manner and in the manner of his scholarly associates, I should bumble and fumble around, then mumble: "Golly, maybe this here is Shakespeare's handwriting, but maybe it ain't, neither."

I bequeath to you the role of the bumbling scholar, Mr Wilcockson.

CHARLES HAMILTON
127 East Fifty-ninth Street
Suite 201
New York



Shakespeare: possible murder victim

## Quasi-silent

Sir – I have just re-read Ray Dawson's piece, "Quasimodo in the Infants" (Talkback, December 5) and am nearly, but not quite, at a loss for words. While Mr Dawson has my full admiration for such literary frankness, I cannot hide my concern.

What is "primary conversion"? Why are such happenings happening? Are primary schools to become "safe houses" for disillusioned or expendable secondary school teachers? And do teachers really read Mr Men books to children?

Added to this, Mr Dawson's self description as a "limping", "spine-twisted", "one-eyed Quasimodo-type figure" with a "well-proportioned nose", "contorting itself into a series of discomforting postures", does not exactly inspire confidence.

It was not surprising that "parents were staring with growing incredulity through windows", but I did find it surprising that no one actually rushed in.

My best wishes to Mr Dawson and his colleagues for their "conversions", but it would be nice if those responsible take their time and perhaps have a little chat about something called primary education.

NICK PHILLIPS
86 Lashbrooks
Uckfield
East Sussex

## Supply demands

Sir – One of the few aspects of the teacher's contract not yet decided by the employers and unions is the payment of part-time and "irregular" teachers. Whether or not Mr Baker takes over, this decision will be of crucial importance because it will determine the future of supply teaching in schools.

At present, most supply teachers are employed casually. They are paid by the day, receive no sick pay, and work when they wish and when work is available. They have no promotion prospects or even access to in-service training. Inevitably, most feel little commitment to the work.

The problem is largely financial. When a teacher, however experienced, takes on daily supply work he or she is immediately reduced to Scale 1. There is therefore a strong incentive for l.e.a.s to employ cheap casual labour, with all the problems that cause, rather than recruit permanent supply staff who would need higher rates of pay.

The crucial decision is whether, under the new salary structure, part-time and irregular teachers should continue to be paid at the point on the Main Professional Grade at which they left full-time teaching or whether they can be paid at a lower rate. If the former, they would be entitled to continue to progress up the MPG if they worked a specified minimum number of days per year.

A decision of this kind would transform the supply situation. The savings in employing casual supply teachers would become marginal, so that it would be viable to employ an establishment of permanent supply teachers, preferably attached to individual schools or groups of schools. In effect, it would become feasible to increase the staffing establishment of schools to provide cover for absence.

The unions, with members dismayed at the prospect of more cover, should press for this, as should the parents' organizations. After all, the greatest source of disruption in pupils' school experience is an endless succession of casual supply teachers.

Finally, this system would allow women teachers with small children to go part-time without the demotion that is inevitable at present.

LAURIE SMITH
23 Pine Walk
Carshalton
Surrey

## Chinese GCSE

Sir – In response to your letters on Chinese, I write to say that we have found no difficulty at all in setting up a GCSE Chinese course in this school from 4pm to 6pm for any adults or pupils in Bradford who are interested.

Leeds University provides the teacher. We provide the room, equipment and organizational back-up.

Bradford education authority provides £1,000 per group per year, which is all it costs for a teacher for two hours a week and a generous supply of books. We have previously set up Russian on the same basis; now there are at least four Russian groups in Bradford and the A level is done centrally in Bradford University.

JOHN D ANDERSON
Headteacher
Dixlton Grammar School
Wagon Lane, Bingley

## Having words

Sir – I trust you will, for the benefit of your readers, permit me to correct the misleading impressions given in John Bald's review of the Bron Wordbuilder reading-machine (*TES*, November 28) and allow me to answer his criticisms.

In case anyone is misled into thinking that there is in existence and on sale a range of further activities which have no connection with the machine at all, let me make it clear that what John Bald is referring to is a mere list, printed in the instruction leaflet, of examples of the kind of activity which a teacher or parent might use to supplement the Wordbuilder, such as anagrams, crosswords, and word-puzzles. The main additional activities are in the work-cards, which he did not review – two boxes containing 60 laminated cards providing sentences and exercises using the actual words of the word-rolls that are used in the machine. This knocks on the head his criticism that the words are studied in isolation.

In a peremptory and superficial review, he has missed the point of the machine entirely – that, by its unique action, it quite simply helps the learner combine sounds to build words step-by-step in a systematic and organized way, using a logical phonic progression and reaching the correct sequence of letters in a consistent left-to-right direction. Even without its attendant work-cards, the machine and its word-rolls would be very useful reading and spelling aid and no claim further than this has ever been made.

Mr Bald says that the study of unrelated lists of words would only be justified if it could be shown that it helped children who were otherwise unable to learn. The machine was devised by myself after many years as a teacher of children with special needs in order to help pupils with specific learning difficulties who had failed to learn using other methods. Such children, with their disorders of perception, memory and thinking, their distractibility and short attention-span, need a structured and controlled programme of teaching when ordinary global methods fail.

He asks for evidence of its effectiveness. Although there are no objective research results, I am quite able to provide him with a list of hundreds of teachers in special schools, remedial centres, reading support services, dyslexia clinics, visuo-perceptual units, units for the visually-impaired, and for the partially-hearing and so on, who have been using the Bron Wordbuilder over the past four years and who would, I am sure, provide him with evidence of its efficacy.

J K PRICE
Sole proprietor
Bronphonics
PO Box 80
Cheltenham, Glos

# Consequence of an altered image

Sir – As a teacher imbued with earlier notions that homosexuality should be given a negative image, I read Elizabeth Osborne's article (*TES*, December 19) with more than a passing interest.

I need hardly have bothered. With a few deft alterations to some of her subject-content nouns, I could have paraphrased an argument for viewing positively the habits of drinking, smoking, soft drug usage, even pornography peddling.

Consider, for example, Ms Osborne's attempt at forming a suitable proposition. She writes: "It is necessary and important" that we address ourselves to the issue of homosexuality and lesbianism in the same way as issues of race and gender have been addressed.

But why "necessary"? I see no reason whatever to justify usage of such an imperative. Nor, surely, is it even important; except, that is, to homosexuals who doubtless wish to improve an image that the history of our civilization has steadfastly tarnished.

"Some parents' fears are unfounded", the article continues. "You can no more teach someone to be gay than you can teach them to be black or white." In this, two separate issues are united in order to lend the strength of one to the weakness of the other. For while it remains true that skin colour is physically unalterable, this does not extend to behaviour. All it requires is for a good teacher to till and cultivate the ground and, at some opportune moment, another will plant the seeds.

So Ms Osborne, I suggest that parents' fears are very much founded, for while you gaily prepare the ground, and send the children off into the world, it is the parents who have to live with the effects long afterwards.

Ms Osborne then attempts to seek further support for her ideas by imparting that: "Young children . . . accept quite unconcernedly that some mothers and fathers live with and love others of the same gender."

Well, of course they do – to the innocent all things are innocent. Teaching pre-puberty children the outward appearances of deviant sexual behaviour, and noting their trusting acceptance of their teacher's words is hardly grounds for logical development.

In conclusion Ms Osborne writes: "Some parents have a fear and disgust of homosexuality and believe it to be morally wrong." No, Ms Osborne, not some parents but the whole of our civilized history has condemned the practice. Homosexuality has the propensity to become fashionable, especially when it is taught in schools as socially acceptable. When this occurs, it acts like a cancer, eating into the fabric of the society from which it first acquired acceptance.

If this be Ms Osborne's aim, or if she is careless as to the consequences which her teaching may have on the society to which she is presently a part-heiress, then her article is understandable, and should be seen in this light. If it is not, then her energies are sadly misdirected.

DAVID ROPER
11 Hazelwood Close
Chesham
Bucks

## Amoral tale

Sir – In her article, "Dispelling the myths", Elizabeth Osborne was right to draw our attention to the fact that "if we are to provide an education which genuinely reflects our society" a good deal of redressing of balances needs to be done.

She mentions the fact that our school textbooks are beginning to show, for example, that women do, indeed, drive buses or become engineers. She also points out that since some parents may be racist or sexist in outlook, then these issues should be addressed by teachers.

She seems to advocate, however, that the teacher's approach to such matters as homosexuality, racism or sexism should be an amoral one. In the case of racism or sexism (both of which she thinks are wrong) she feels that it is her duty to hold her personal views in check for fear of prejudicing her pupils. Similarly, for homosexuality, she is anxious that her personal opinions are not obtrusive for those pupils, for whom homosexuality is "right".

Is Elizabeth Osborne saying in all this that the teacher's role does not include the teaching of morals? Of course the teacher has to promote the knowledge and understanding of alternative life styles, but can teachers remain neutral over such serious issues when according to the terms of the 1944 Education Act our schools should be providing the kind of religious and moral framework of traditional Christianity?

If Ms Osborne is saying that there are not absolute morals and that the "rightness" or "wrongness" of certain types of behaviour is simply a matter of opinion then it seems a small step from this for teachers to assert that for some students it might be "right" for them to steal or to commit adultery!

The reason that many Christians are concerned about Haringey's approach to sexual orientation is that it represents a view that is totally opposed to Christian teaching. It is bound to be regarded, therefore, with the strongest disapproval.

If teachers are committed to adopting an amoral approach to such important issues then our schools will be laying the foundations of a society in which everyone "does what is right in his own eyes".

MIKE BURKETT
Advisory teacher
7 Avondale Road
Bridgnorth
Shropshire



American high school students: are they prepared for university?

## Writing wrongs

Sir – One notes the views that prevail in the United States' high school education system, with regard to students' abilities (*TES*, December 12). I have just returned from the Midwest where I was one of several graduates at a large university (Illinois State) teaching these products of the high schools to write.

In October 1986 I presented a paper, "Resistance to Change: Students' Papers and the Stimulation to Revise", at a conference, where I expressed my horror at finding the students I was teaching were, "woefully unprepared for life at university". If, at the end of a one-semester course, most students could be taught a basic writing ability, what, I asked had been done with the previous five years?

Both my students, and the college teachers to whom my remarks were addressed, agreed that these pupils read little or nothing, and that they were required to write almost nothing – one or two short essays in the previous 12 months was quite usual. This, of course, seems to compare quite unfavourably with British secondary school students.

What is even more disturbing about these American students is their reduced capacity for thinking: they are able to regurgitate facts, but not to analyse; they are able to memorize textbooks, but they are not able to investigate and argue; many know rules of grammar, but cannot write a grammatical sentence.

"Fact, fact, fact," says Gradgrind; and these little pitchers needed filling with a different substance before they were ever able to produce writing which could be considered competent.

The universities have been developing composition courses for several years because the high schools seem to have left the subject alone; and the high schools seem to leave it alone because the universities are filling the gap. Far from concentrating on literature courses (necessary as they are), the universities are both training the teachers and doing the job for the schools.

Instead of trying to apportion blame, perhaps the "shocked" high school teachers should make way for a new wave of better qualified writers.

GRAHAM ROGERS
c/o 12 Dingledell
Leighton-Buzzard
Bedfordshire

## Loony module

Sir – I wonder if any of your readers would be able to help me with a difficult translation problem. I was recently given a copy of a letter from the Joint Board for Vocational Education to our Pre-Vocational Education Certificate scheme co-ordinator which appeared to suggest some pretty amazing things.

Headed "Validation of locally designed modules", it starts by saying that the four modules which we submitted have been validated. It goes on to say, however, that they have not been approved. Can a module be validated and not approved? What does this status imply?

We are told some details about the terms of approval, *viz*: "Where approval is given with amendments, it is given for two academic years (subject to the next paragraph): where approval is unconditional, it can be assumed to be commensurate with the term of approval of the scheme as a whole (subject to next paragraph)."

Is this "Eduspeak" gone mad? The next paragraph reveals all (or does it?): "Whatever term of approval is given, it is expected that centres will adopt Joint Board published modules in the areas of locally designed modules if and when produced."

Can anyone out there sort out whether approved locally designed modules are really approved of or are they just tolerated until the JBVE get its rather pathetic act together?

The letter goes on to explain that our locally designed modules have not been approved because, in the case of the "physical science module, "the module is limited in scope" and is "stated in largely cognitive terms". It should, of course, comprise competence statements.

In the circumstances of the current dispute, I regarded his action as a legitimate one, and it was carried out with correct professional procedure.

DON PROUD
Headteacher
Edge End High School
Hilson Road
Nelson
Lancashire




Presumably, a module not limited in scope is required! I am writing it now. It is titled *The Entire Cosmos and Everything We Know About It*. This module (not a lunar module, but possibly a loony module) will take the form of one huge project which I will initiate by saying to the students: "It's all out there – go and find out about it in a non-cognitive sort of way."

There will of course be no harsh time constraint – just "before you die" or before the JBVE begins to write sense.

As a colleague of mine pointed out, a pretty devastating accusation to level against any educational scheme is that it is largely cognitive. Fancy expecting students to think and try to understand things! The students must learn to develop competence without cognition. Now I know how the letter got written!

COLIN EVEREST
Flat 5
32 Caversham Road
Kentish Town
London NW5

## Musical pause

Sir – With reference to my article under your title "Heading for the High Court" (*TES*, December 5), I should make it clear that the music teacher referred to had been holding a choir rehearsal each week and that he withdrew his services from one rehearsal only.

Letters should be as brief as possible and typed on one side of the page only. The Editor reserves the right to amend or cut letters where necessary.

## Patter familiar

Sir – In his response to my article, "Friends of the Family" (*TES*, October 31) Paul Hendry relies for his defence of the Conservative Family Campaign on a systematic misstatement of my case (December 5). Thus, for example, he argues that I suggest that "sex education consists of advice on contraception".

The argument that I was making, as should have been clear to any intelligent reader, was that in the United States, where sex education is excluded from the curriculum of schools in many states, there is a much higher teenage birth rate. I said nothing about contraception and it is an interesting comment on the prurient view of sex education, held by its opponents, that they can assume it is about contraception but not about issues of choice and morality.

Mr Hendry further claims that I argue that the Thatcher Government was responsible for the dramatic increase in recorded crime in the past seven years and that this view reflects on my ability to teach social sciences at the Open University. Alas for Mr Hendry, I said no such thing. I simply argued that the myopic vision of the Conservative Family Campaign, which attributes rising crime to family malfunction, scarcely constitutes an adequate analysis. Perhaps before Mr Hendry sets pen to paper again he might pause for reflection and ask himself whether he has really understood what he has read.

Dr MARTIN LONEY
Senior lecturer in social policy
The Open University
Walton Hall
Milton Keynes
Bucks

## Barking reply

Sir – I noticed in Tony Lennoy's article on Haringey and the recent INLOGOV report (*TES*, December 19) the quoted statement, apparently by a Haringey adviser, that "in Barking there are no assistant education officers, there are only advisers".

Advisers here and elsewhere may wish to explore with their colleagues in Haringey the implications of that word "only". Having for the past seven years believed myself to be an AEO in Barking, I'm well aware, as I look at my workload, that there aren't many of us.

I also know that headteachers say I'm difficult to get hold of; but to find doubt cast on my very existence is disconcerting. How will the borough treasurer react to all this? Can I turn it to my advantage and put in a claim to be paid on a Soulbury scale?

I've been told that there's a west-country authority which doesn't have advisers, but only area officers. Now I suspect that may not be true either.

AJ WILLIAMS
Assistant education officer
(schools and special services)
Town Hall
Barking
Essex

## Insufficient input

Sir – One can only agree with the sentiments expressed by Bryan Weaver regarding the shortage of computing teachers in secondary schools (*TES*, December 12).

Any adviser or headteacher knows that an advertisement in *The TES* for a computer studies teacher is lucky to bring an enquiry, never mind an application.

Many TVEI schemes have foundered because of the shortage of qualified computing teachers.

Unfortunately, HMI and the DES see mathematics and computing as synonymous. Others know better!

HOWARD CURTIS
Adviser for Computer Education
Cleveland Educational Computing Centre
Prissick Base
Marton Road
Middlesborough
Cleveland

## Courses

Moray House College of Education

**DIPLOMA IN OUTDOOR EDUCATION**

Applications are invited from qualified teachers in the United Kingdom for places on this one-year full-time course commencing September 1987. Other applicants with exceptional qualifications will be considered. The syllabus will consist of the following major elements:

**OUTDOOR PURSUITS; ENVIRONMENTAL SUBJECTS; STUDIES IN MANAGEMENT AND PHILOSOPHY OF OUTDOOR EDUCATION; TEACHING PRACTICE AT OUTDOOR CENTRE; AN EXPEDITION AT THE END OF THE PERIOD OF TRAINING.**

Further particulars and forms of application may be obtained from the Admissions Office (OE/D), Moray House College of Education, Holyrood Road, Edinburgh EH8 8AQ. Potential candidates are requested to submit their applications by 1st April 1987.

TALKBACK

LIFE SKILLS

# Survival of the fastest

**Gulden Holdsworth**

On my final day in the summer of 1989, I will be collecting my bags and making my way through the doors for the last time and hurrying down the hill in my final effort to reach the bus in time to get a seat. Do you think that I will be feeling grateful and thankful for my education.

The one word on my mind will be survival. I will be avoiding being crushed, squashed, trampled on and run over on the last mad dash.

Just consider the secondary school for a moment. How much enthusiasm did you hear expressed yesterday? How many happy smiling faces were there? I saw apathy, frustration and grim determination walking about. School is a huge building crawling with all different types of animal who are currently being conditioned into being one particular creature *Homo sapiens loblets*.

I don't want to be *Homo sapiens loblets* but I'm not being bombarded with information to help me avoid becoming this. The great mine of information I have at the moment is a number of leaflets from a local careers fair.

They are a good deal more helpful to me than the few sheets containing information on further education which are posted up around the school at the moment. They are much more detailed and easily understood than the scant pieces of careers advice given out by a few subject teachers.

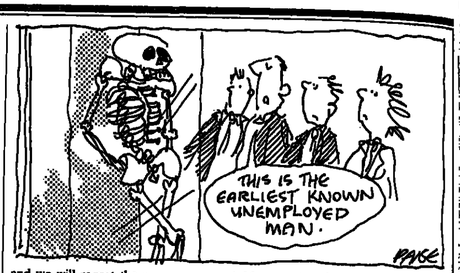
Those little sheets of paper inspired me to send off for more information and I am now much more knowledgeable about how I should pursue my intended career. Yet, when I think how easily I could have come to miss that visit, had I become a victim of apathy, I am sickened.

Careers advice should be drummed into us. In these hard times, careers lessons should be regarded as being of principle importance and not left, as an unimportant trifle, to be taught by a person totally incapable of giving any worthwhile advice to the pupils who are landed on him.

During my few careers lessons in "life skills" this year, I have seen videos on: working in a garden centre, making reproduction Windsor chairs, the teaching methods of a typing college, and how the trainees on business management courses from different companies are taught to co-operate with and be terribly nice and generous to each other.

Needless to say, I am continually being elbowed awake by my neighbour during these, as the teacher asks me if I am ill when I start to slump over my desk. I feel this shows a lack of understanding on his part.

We are always talked at; we are never talked to. We are asked to note down the reasons for our careers choice and then told what they should be, and to put down these other reasons instead and adopt them as our own. We are lectured and told that many decisions we will make concerning our future careers will be wrong




and we will regret them.

Last week we learned the difference between net income and gross income, and between salary and wages. Next week we are going to learn about pensions and we will probably be watching another video. All my present careers teaching is completely unconstructive and negative.

I realize that any qualifications gained will help me to enter into college and a career. I am thankful that I have been taught to solve problems and to complete work for a deadline.

My pen has been trained to write whatever the receiver of that article will want to read.

But I know that there are millions of people my age throughout the country who are currently receiving the education and careers advice which my schoolfriends and myself are denied. Because of this, my survival after school will depend on a great deal of luck and bloodymindedness.

*Gulden Holdsworth is a pupil at a North Yorkshire comprehensive.*

CPVE INFIGHTING

# A bleak outlook

**Barrie Kenyon**

Much was claimed for CPVE when it was first conceived. It would rationalize a jungle of qualifications at 16-plus or produce a student-centred curriculum or promote integration between vocational areas and core studies or ensure a future for criterion referencing. And so on.

Good will has not been in short supply. DES circulars have deemed CPVE staff development to be eligible for first day cover. Some local authorities have introduced a determined policy of requiring all non-GCE school sixth-formers to try CPVE, often in conjunction with the local technical college. Alternative routes, using CPVE for validation under YTS or special needs auspices, have been pioneered. Missionary zealots have played to packed audiences, industrial action permitting, up and down the land.

On the face of things, all is well. But the omens suggest that CPVE is enjoying its somewhat premature Indian summer. First there have been mistakes in marketing. Early publicity saying that CPVE was suitable for practically anyone post 16 – provided they were both breathing and declining to take A levels – caused endless heartsearching about what pre-vocational in CPVE actually meant.

A random study of 1986 school and college prospectuses suggests these doubts persist. Some institutions emphasize that people who aren't vocationally committed should try CPVE (the suck it and see approach). Others emphasize the alleged, close relationship between the withdrawn City and Guilds foundation or BTEC general courses with CPVE (the mixture as before approach). Still others have sought their target group among school leavers with poor exam results (the port of last resort approach). Additionally ambiguity still persists about progression both *into* and *out of* CPVE in both curricular and career terms.

Only if CPVE has a virtual monopoly in pre-vocational or early vocational education would such problems be resolved in time. In fact, the qualification has been the luckless victim of exam board in-fighting. RSA soon dropped out of the consortium. BTEC introduced a new generation of more vocationally specific "first" courses and then promptly made them available to 16-year-olds.

It must be a very naive observer who believes, in the context of drastically falling numbers of teenagers, that this move has nothing to do with manoeuvres before the National Council for Vocational Qualifications (NCVQ), the Government's new licensing body, gets down to work. If doubts persist on that point, just imagine the educational outcry if CPVE and "first" courses had been announced simultaneously. If the joint board stabs its own child in the back, it should not be astonished by cries of infanticide.

The future of CPVE, in a free market at least, will not be settled by national newsletters and special pleading at conferences of the committed. How will thousands of careers officers, those powerful gatekeepers of what happens at 16, react to the reality that CPVE is just another course after all?

Will colleges of FE in particular, faced by the audit commission and its many spores locally, fund apparently popular "first" courses at the expense of CPVE? Will the target group for CPVE, wittingly or unwittingly, be pushed back to the former City and Guilds 365 market? How will CPVE be affected by the growth of non-GCSE curricular initiatives now being circulated for the 14–16 age group?

The outlook for CPVE appears bleak. Its success, in fact, may well lie in its legacy of curricular innovation rather than in its name. Many of its skills once learned are easily transferable to other courses, especially the reliance on integration, profiling and student centred learning. Those are important points. But, unless NCVQ or perhaps MSC come riding to the rescue by providing some hefty backing, CPVE will wither on the vine. It is indeed time that exam boards, like the rest of us, are made directly accountable to a higher body.

*Barrie Kenyon is principal of Skelmersdale College, Lancashire.*

REDEPLOYMENT

# Prepare to repel boarders

**Andrew Green**

It all started when Gruber, the gerbil-loving German teacher (Scale 3 in charge of vivisection) divulged during midships banter that the rumours circulating were based on fact. Being intimately involved with the funny handshake brigade and a Kabinett member of the l.e.a. grapevine to boot, he was able to confirm the terrible truth.

Despite having known for months of the inevitability of events, we were none the less shaken when we realized just how far down the career cul-de-sac we had already marched.

We had pushed the fearful future down into the glory-holes of our minds where it prowled waiting for the day when we were proferred 26-hour-a-day, non-stop editions of *Dallas* and *EastEnders*, a warm winter, an absence of power-cuts or some diabolical combination of all three leading to a plummeting birth-rate. Yes, fellow pedagogues . . . this is the age of redeployment!

The captain, of course, was very sympathetic. He would have been the first to volunteer for a free transfer, but someone had to command the ship during the typhoon which was about to overwhelm us.

We listened on tenterhooks as the whereabouts of the lifeboats was outlined. Some of the crew could perhaps hasten to the calmer waters of primary or junior education where, after all, anybody with CSE grade 4 English and a hamster polishing trophy could succeed.

Others would be floating across the stormy curriculum to vessels of a similar tonnage within hailing distance. Some, however, may flounder in the leaking dinghy and find themselves without a paddle heading rapidly for that proverbial creek of effluence.

What other alternatives, then, lie beyond the crocodile tears of the myopic l.e.a.? Premature retirement, conjuring up images of early-morning weeding and acting as unpaid bookends on damp municipal park benches, is not an attractive proposition.

Natural wastage would only appeal to colleagues who have been consuming megabran sandwiches of late. Promotion is a term rendered obsolete by Sir Keith Joseph, the Government's previous representative on earth. The Prime Minister apparent, Kenneth Baker, is unlikely to re-establish the word in the current edition of the teachers' dictionary during his short inter-regnum as teacher beater.

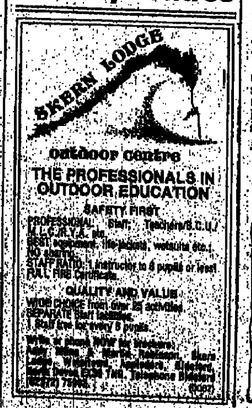
What criteria, then, are to be used to decide upon which crew members are to become castaways? Curriculum protection? A knowledge of Daniel Defoe? Or are those who in the past have not worn the regulation bell-bottoms most likely to become flotsam and jetsam?

Oh well, I can't lounge about here all break. Gruber and I are playing squash with the CEO and his first lieutenant tonight. I'd better lose gracefully or yours truly could find himself in the leaking dinghy.

Cheers, me hearties!

*Andrew Green teaches modern languages at Higham Lane comprehensive, Nuneaton, Warwickshire.*


**Activity Centres**








MARKING MOCKERY

# . . . and a happy New Year

**Hilary Moriarty**

So here we are, another jolly January, and I'm knackered before we begin.

"But you've just had two weeks off! It's more than the rest of the world gets for Christmas! You teachers, 'don't know you're born!"

I know, I know. And I do know many teachers who will return to the termly fray this month well rested and refreshed and really the better off for their two weeks out of the trenches. For most teachers, the Christmas hols are a welcome chance to retreat to the bosom of the family, extended or otherwise, and actually see something of their own children for a change.

"Gosh, did you lose another tooth? When did that happen? Was that you playing the violin in the school carol concert – how long have you been playing that then? And darling, who's the blonde in the bathroom? Our eldest? Surely not, she was brunette the last time I looked . . ."

Then there's the socializing, of course, all crammed into a hectic fortnight and enjoyed all the better because you don't have to be on top form to face the hordes at 9 am, 10 am, 11 am . . . I won't go on. Even the memory is painful. But teaching is a performing art, and while others may recover from revelry in a relatively peaceful office, while the secretary fields the phone calls and delivers the aspirin and coffee, I've yet to see a fourth form even remotely sympathetic to a hangover. And so the 12 days of Christmas may glow with parties not possible the rest of the year.

If I am knackered before the term begins again, I cannot blame either the family or the social life, though both have been demanding, and why the hell shouldn't they? I am, after all, woman and mother first, teacher second.

No, I'm exhausted because half of my holiday went marking mock exam papers. And just sometimes I wonder why the hell should it?

Mine cannot be the only school in which the mocks take up the last fortnight of the Christmas term. If anyone out there has cracked the problem of marking the papers and actually having a Christmas holiday as well, I'd like to hear about it.

Technically, there's the period of the mock exams itself. Except the Christmas term is so exhausting that this year I made a conscious decision: had I marked those papers on top of my usual marking load in that last fortnight, I would not have lasted until Christmas. So I didn't. I may have been staggering, but at the end of term, I was still standing.

I had five complete sets of papers – 30 to a batch. And not a single multi-choice comprehension among them. Every one the full blown, carefully considered and fearfully subjective kind of answer. Ask 30 youngsters to assess the role of Duncan in Macbeth, and there is no simple answer.

It took four days. Nine till four, in my husband's office – empty because his firm also gets a fortnight's holiday, and none of his staff is a teacher. The office gave me peace and quiet, but at a price. While I was marking, my husband was at home playing with the children, and all the Christmas games and toys. Shouldn't I have been there too?

I tell you, one more crack about the long holidays teachers get, and I shall spit someone. Meanwhile, pass the port; and roll on half term.

*Hilary Moriarty teaches in Gloucestershire.*






FEATURES

# In a class of their own



Two teachers have won the acclaim of the sailing world for their achievements in the highly competitive – and expensive – sport of ocean racing

At the annual marine extravaganza in Earls Court this week, the boating industry shows off its very latest gleaming high-tech products. These days they owe more to space-race spin-off than hearts of oak. But the vessel voted "boat of the year" by a jury of the great and the good in the sailing fraternity will not be among the glittering creations of reinforced plastics at the Boat Show.

For *Sunstone*, the 21-year-old wooden boat that has received that accolade for its outstanding performance in ocean racing, is the floating home of two teachers, Tom and Vicky Jackson.

Even a modest ocean racer these days costs at least £60,000 to buy new and £5,000 a season to race. So the only way two teachers could afford to own and maintain a 39-foot boat like *Sunstone* in racing trim is to live aboard. Their dedication has paid off.

*Sunstone* has built up a remarkable record of successes in offshore racing, sometimes beating boats costing a quarter of a million pounds and sailed by professional crews. In 1985, for instance, *Sunstone* won the notorious Fastnet race to the tip of Southern Ireland and back, beating all comers.

Being teachers gives them an edge over some of their competitors, according to Tom Jackson – and not just because they have the long summer holidays to devote to their sport. At the same time, the Jacksons are convinced, sailing makes them better teachers.

Both Tom and Vicky Jackson have sailed since childhood and were determined to live together afloat. Tom grew up in the United States of America. He served in the US Navy for two years at the time of the Vietnam draft before taking a second degree and a PGCE at Cambridge.

The couple lived onshore to begin with. But even then they eschewed all labour-saving electrical appliances and bought "no furniture to speak of" as they prepared themselves for a more Spartan existence on board.

"It's a matter of deciding what you want," says Tom Jackson. "An awful lot of people live like they do because they haven't made any conscious decisions about how they'd like to live."

The Jacksons moved aboard their first boat in 1977 and transferred to *Sunstone* five years ago. So when Tom sought promotion from his job as head of a sixth form in Essex, it was a case of scanning the coastline as much as the columns of *The TES* for likely prospects. Last year *Sunstone* slipped her mooring from Tollesbury for Brighton, where Tom had found a new berth as vice-principal of Brighton Hove and Sussex sixth-form college. Vicky, who previously worked in local government, now lectures in sociology and social policy at Lewes Technical College and Brighton Polytechnic.

Their varnished mahogany home has the minimum of comforts for all-year-round life afloat. A diesel-fuelled cabin stove has to be supplemented in cold weather with an electric fan heater, which, apart from a battery charger, is the only mains appliance they operate from their shoreside power point. They use launderettes and a bottled gas cooker but have no fridge or hot running water on board, though such things are feasible.

"The boat is complicated enough as it is," says Tom Jackson. "We maintain everything ourselves except for major engine repairs." Weight has to be kept to a minimum to maintain *Sunstone's* racing performance. "Twice a year we go through from stem to stern, throwing out anything that is not essential."

Onboard possessions like books have to be severely limited. "People say my real reason for seeking promotion was to get bigger and bigger offices to store our stuff in," says Tom.

The Jacksons show no signs of hankering after a nice warm, dry semi-detached though their mooring in Brighton Marina can be a bit exposed. Southerly gales send waves crashing over the sea wall, drenching the boat in spray, while the wind screams through the rigging wires of nearby boats.

Vicky confesses that the worst times are after a heavy weather race. *Sunstone* excels in these conditions but just a small amount of water sloshing about below on a rolling, pitching boat can leave all their possessions – clothes, bedding, books and correspondence – dripping wet. "You can't race and think of it as a home."

And then there was the time they went away for a rare weekend off the boat and their home nearly sank because a bolt had corroded below the waterline.

"You are a better teacher for having another interest," says Tom Jackson. "It gives you a wider perspective than we would have if we just mixed with other teachers."

Sailing developed flexibility, resilence, tolerance and judgement. In his English teaching, Tom believes the most important quality to be developed in the student is "independence of mind, the ability to balance up . . . judgement".

"Offshore racing is an incredible test of your abilities as a human being; your social, theoretical and practical skills. It tests your abilities to respond instantly; to plan over a long period; to cope with jury rigs (get-you-home repairs to mast or rigging); and your race strategy and tactics."

When racing, *Sunstone* has a crew of six. "Getting along with other people in a confined space means learning to control your feelings," says Vicky Jackson. "You can't afford to be self-indulgent. There are times when it is better not to shout and swear at someone you have to live with for the next three days. A pitch black night with a force seven blowing is not the place for an argument."

These hard-learnt lessons serve them well in the classroom. "Good teachers are those who can relate to people," says Tom Jackson. The difference between students continuing with a subject or not often depends on it.

These social skills are also important in winning ocean races. "More racing boats fail socially than technically," they both agreed.

To put *Sunstone's* successes into perspective, winning in offshore racing does not necessarily mean coming first. A complicated handicapping system applies, based on certain advantageous and disadvantageous features of the boat and its equipment. Older boats like *Sunstone* are favoured by the rules to some extent over the modern, dish-like sea skimmers at their best in light winds. *Sunstone* even gets an allowance for the weight of that diesel stove.

That said, when *Sunstone* won the 1985 Fastnet, she came in 11 hours ahead of the next boat in her class.

Getting the best out of *Sunstone* and crew does not involve the rigid naval discipline envisaged by the Articles of War. Offshore races can involve several days at sea, with crew taking turns on and off watch. Tom and Vicky usually arrange it so that one or other of them is on deck at all times, but they described their skippering as "democratic" – you might almost call it collegiate.

"There are very few things that happen on a boat that require instant decisions and orders. It is far better to discuss tactics and to have people with autonomy and initiative," says Tom. Their male and female crews are made of friends carefully selected for stamina, concentration and compatibility.

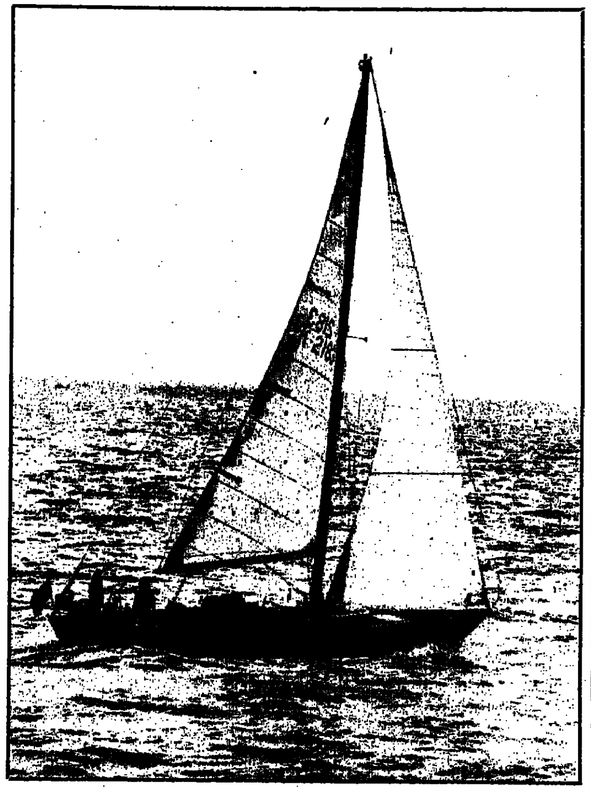
"Teaching makes you a better skipper," Tom is in no doubt. "It requires the same measured level of self-consciousness about the impact you have on others which non-teachers often do not have unless they are in higher levels of management or are actors or something of that sort. It makes you more conscious of what you say or do, of the right phrase or response."

Not all the Jacksons' sailing is in races; summer cruises have taken *Sunstone* to Norway, returning via the Shetland Islands. But they are unashamed competitors.

"We work hard and play hard. Competition is a way of judging how well you do things," says Tom. But he is cautious about how far the benefits of such competition could be transferred to the classroom.

"In ocean racing the goals are simplified. You just have to get to a certain place as quickly as possible. In real life things aren't like that." And, he agreed, no one has yet thought up a fair handicapping system for examinations.

Bob Doe



*The sloop Sunstone, first among unequals; below, Tom and Vicky Jackson*



# All our futures

## Schools are heading for serious trouble unless they are better financed, concludes Graham Cummings, a production manager who spent a week in a comprehensive as part of Industry Year

As a boy, I left school early and took an engineering apprenticeship. Day-release allowed me to further my education to HNC level and I progressed from the shop floor to management. I did a part-time degree in literature and philosophy and a part-time MA at Salford University specializing in literature, drama and poetry. I have had some lecturing experience on degree courses and am an advisor on the Young Enterprise Scheme.

As part of Education and Industry Year, a reciprocal exchange of personnel was arranged between my company and an 11 to 16 comprehensive for 1,600 pupils in the North West. I set myself the tasks of comparing the ways schools and industry run; evaluating the extent to which pupils are fitted for industrial life; and finding out about the new GCSE.

**DAY ONE**

On arrival I found that, even though the weather was warm, the school heating system was working at full tilt. Throughout the week teachers were throwing open the windows for some relief.

Energy conservation has been a major issue at work and factory heating has been carefully controlled. So I was surprised that for a sector which complains of shortage of funds, such waste is evident. I was told the heating is turned on on October 1 regardless of the weather. In industry we depend on the maintenance surpervisor to monitor weather forecasts in order to control the boilers. I would expect the same from caretakers.

At an early interview with the head, I expressed concern about the school's potential as a means of production. Could such expensive facilities not be used more often?

Several suggestions were discussed, such as car/bike maintenance classes, run by volunteers from the community. Other suggestions were to operate the workshops for longer hours in order to produce school equipment or items for school sales and to open the swimming pool to the public in summer. An estate next to the school has had much recent publicity about lack of facilities. Surely the school could help by sharing its own amenities.

At the same interview I raised the subject of student profiles. For some time we have been concerned that little information about a prospective employee was available other than a list of certificates. A profile acting as a pupil's c.v. is a useful document for an employer to consider alongside formal qualifications.

At present a working committee on student profiles is in progress at the school. It is significant that no person from industry has been invited to join it.

I expressed concern that profiles are designed to show only what pupils *can* do. This struck me as very dangerous. For example, lack of initiative would be a defect in a pupil perhaps from an educational point of view, but might be a plus point for certain repetitive jobs in industry.

I also expressed concern that there seemed to be no information about the GCSE readily available to industry, other than that gleaned from the press, radio and television. The head explained that, broadly, the new exam will concentrate on "learning by doing" and continuous assessment of individual pupils. "Less chalk and talk" is the most often used maxim among the staff.

From industry's point of view these objectives sound fine, although wider publicity would I think, be welcome. I expressed to the head my reservations about the ability of educationists to sell their wares.

CSE seemed to us in industry a qualification, in general, far inferior to GCE O levels despite insistence on equivalence of the higher grades by young interviewees. If industry is to be persuaded to prefer GCSE and take on a school-leaver rather than a young person with the old and trusted O levels, then a course of re-education must be aimed at industry. Mail shots or factory visits to major companies to explain the aims and objectives of the course should be attempted.

The head was at pains to explain that much of the lack of information about the course was due to its embryonic state. I am not sure whether the school is either funded or motivated enough to attempt such a marketing. Maybe schools believe this should come via the Department of Education and Science.

In the afternoon I was invited to attend a middle-ability, third-year chemistry class which was conducting an experiment in chromatography. I questioned pupils about the eventual use at work of what they were attempting. None of the pupils had any idea of the use of this experiment in future life. They were concerned only about passing exams.

The teacher in charge of the class told me the process was of use in the "food industry" and in general terms was an introduction to experimental filtration and separation of substances, whose application could be utilized in many chemical and medical environments. Why were the pupils not introduced of these facts?

For the next two periods I attended a third-year group involved in computer studies. They were writing a program for calculating simple interest in BASIC on BBC and Commodore micros. All were doing reasonably well although the keyboard skills of those pupils with home computers gave them a decided advantage.

I have some doubt as to the usefulness of a computer studies course dealing in largely out-of-date languages. Ideally I feel an 11 to 16 school such as this should offer a foundation course in the first year on computer literacy, but each lesson in science, commerce and even languages should include accessing and inputting information on classroom terminals, even if there is only one per classroom.

Homework could be taken from a computer at the end of each class, for example, or computers used for registration, marks and merits, as well as part of the lesson being taught. This common usage of computers is all that most of them will ever need. Programming, I feel, is a specialized subject to be pursued at sixth-form college or in FE.

Later I attended an A/O level maths class on theoretical geometry. I was immediately impressed by the enthusiasm of the teaching and of the pupils who were attending the lesson out of school hours. References were made throughout to practical applications of the theory.

**DAY TWO**

The whole of this day was confined to the craft design and technology department. I discovered a line of thinking that was both imaginative and innovative. The courses from first to fifth year mirrored the exact sequence of events in industry:

- ☐ problem
- ☐ design
- ☐ make
- ☐ evaluate

A first-year class was designing a simple spatula to remove fried eggs from a pan. They were introduced to the theory and practice of the uses of a "template". There were obvious links with industrial processes here.

### 'Pupils did not have the maths to cope with design problems'

Less pleasing was the fact that as the lesson progressed it became obvious that various pupils did not have the maths background to cope with some of the design problems. I estimated about 20 per cent of the lesson was devoted to teaching first year pupils the parts of a circle and clearing up confusions surrounding the terms radius and diameter. It was obvious there was a lack of co-ordination between the maths and CDT departments.

During the break I raised this with the faculty co-ordinator who said it was not uncommon. He showed me various examples of devices designed for lifting or supporting weight. Many involved calculations such as "moments of forces", where pupils had not known the basic maths before being presented with the design and practical problems. In fact, one example of a fuse testing device made in CDT had been produced in a theoretical physics class and totally undermined the theory being taught that day.

Such uncoordinated activities left me in doubt of the quality and quantity of inter-faculty liaison. Computers could help coordinate the timing of activities between departments without recourse to endless meetings and consultations.

There was also a slight atmosphere of intellectual snobbery between the old grammar school values and those of other types of schooling. On occasions I had the feeling that success for certain individuals was measured by the number of pupils who made it to university. I am not suggesting this is wrong, only that it is limited.

I did not detect any attempt to introduce the concept of company sponsored education after O or A levels. Many large and medium sized companies, rather than taking people from university, much prefer to start people on training schemes in which the academic year is spent at college or university and the remainder of the year at work with:

- ☐ no grant costs to the public or parents;
- ☐ more money for the student/apprentice; and
- ☐ a guaranteed job at the end.

I feel that with a long, educated job queue it should be pointed out to parents, pupils and staff that a university degree does not these days mean a job for life, nor is a university place the sole criteria on which to judge success at school.

People within the CDT faculty felt strongly that gifted children were pushed gently in the direction of the more academically rarefied atmospheres of Latin, maths and physics and away from CDT, which offers activities very attractive to the type of company running sandwich courses, student and technician apprenticeships and other industry-sponsored further education.

Later I attended classes where pupils were involved in producing various types of charts. Flow charts, bar charts and critical path analysis techniques were being applied to industrially relevant situations including kitchen layout, building site operations and component manufacture.

### 'I was disappointed that little or no art history was taught'

At the lesson I had my first encounter with a specimen GCSE paper obtained from another authority. The continuous assessment project in the CDT paper was to design a motel. Included were activities such as land clearance, foundations, structural engineering, interior design, car parking and so on. This was a project to stretch any 15-year-old; I can think of certain universities who would consider such an exercise not unworthy of their final year students.

I think educationists need to be careful in these early days of GCSE not to face pupils with over ambitious projects.

In the afternoon I was impressed by some art teaching which concentrated on a pencil drawing of leaves and different quartz crystals. The drawings were then painted in a more stylized form and developed in embroidery. The results were spectacular and one could imagine students presenting a portfolio of such work to textile companies would find their job prospects much enhanced.

I was disappointed that little or no art history was taught despite the paintings by Van Gogh, Degas and Renoir on the walls of the school. I would have thought references to established artistic ideas, with freely available examples around the school, would serve to inspire rather than constrict young imaginations.

Day Two culminated in a departmental heads' meeting chaired by the headmaster. The agenda included details of option blocks, course structures and timetabling, as well as arrangements for a forthcoming visit by people from industry and commerce. Much of the information could have been provided via computer terminals as part of a normal work routine.

**DAY THREE**

In the maths and science faculty I attended the first double period of a biology class where a fourth year were conducting an experiment in enzyme testing. It more or less worked depending on the care and ability exercised by the different groups. Again little evidence was apparent from the children's explanations that they understood the practical applications of the work.

The next two periods were spent in a physics class, where pupils were again involved in a practical piece of work, hanging weights from rubber bands and plotting the different stretch measurements in graph form. Most students had been told that the calculations could be useful in furniture design, bridge building and crumple zones in cars. One pupil showed me notes explaining these applications.

### 'Science teachers are concerned that lack of equipment will hinder GCSE'

All the science teachers are concerned that lack of equipment and lab technicians will hinder continuous assessment in GCSE. It occured to me that the potential production facilities in CDT could be utilized to produce such equipment – no doubt not all but at least some. Pumping money into CDT could have spin-off benefits for other faculties, unfortunately the amount of money needed would be far in excess of the £6,000 allocated to the school for GCSE.

In the afternoon I was present at one of the most depressing and yet most moving classes of the week. Very low ability children were occupied in constructing a shotput circle in the playing fields. With spades and wheelbarrows they distributed shale, cleared weeds and levelled the ground in order to produce a flat surface. Foremen were designated and pop and biscuits were supplied as a treat.

My heart went out to such kids doing a job that was probably all they would eventually manage in working life. O levels, CSE and GCSE seemed worlds away. Yet they were accomplishing something useful, working in a team and experiencing some small responsibility. Full marks here to the school.

In the second half of the afternoon I attended a fourth year drama option. The lesson consisted of "characterization", for which various props were supplied, including items such as a wooden sword, cowboy hat, ghetto blaster and telephone. They were used to good effect by some of the most gifted of the group but I got the impression that these children could have achieved more if pushed harder.

**DAY FOUR**

In the communications faculty, which covers English, modern languages and some fairly original classes in general communications skills, some of the English staff were concerned to set a high moral tone – taking care not to choose text with bad language, sex or violence. They believed enough of this was available via videos and TV. I was worried that some of the texts were limited in scope, believing that the first duty of English teaching is to get pupils into the reading "habit" developing "taste" around the third year.

I thought many of the texts were fairly boring and often sexist and could not imagine how female pupils would be stimulated by stories like *The Goalkeepers Revenge*. I was shocked to learn that only the top set of pupils ever encountered Shakespeare and most were unable to sustain concentration for the length of a novel: short stories, poems and plays provided the main stimulus. However, bearing in mind my own background, perhaps my expectations were too high. I suggested various texts as alternatives: poetry by Craig Raine, Alan Brownjohn and Tony Harrison and fiction by Alan Garner.

For the first two periods I attended a class in general communication skills given by a deputy headmaster who achieved a lively and socially relevant lesson by, among other things, inviting pupils to describe a simple map to other pupils who then made a drawing based on that information. The results, when compared to the original drawing, illustrated the difficulties of clear expression. This is an exercise we could usefully employ in industry in order to emphasize to employees the importance of precise speech.

I then witnessed a formal debate on the under-age sex law and was struck by the differences in physical and mental maturity of children of the same age. This illustrated to me the danger of generalizations about a particular age group.

In industry we usually expect people a more one year older than these 15-year-olds to act and behave in an identical manner, usually taking the higher standards of responsible behaviour to be the norm. That is, we expect people coming into work to behave as adults. From my observations this is almost certainly a mistake.

A student profile in this field would be a useful guide to whether an individual would be capable of handling certain workplace situations.

Certain offices and computer rooms will be easier for new recruits to cope with than the often insensitive practical joking of the shop floor.

The second half of the double period was concerned with reading *Spring and Port Wine*. I felt that the pupils should have been given the play to read as homework, then some analysis of the play's form, content and style evaluated before a class reading was attempted. Maybe this was accomplished at a later session.

### 'We expect people coming into work to behave as adults'

In the afternoon I attended two double periods of French; the first with a top fifth-year group, the second with first-years. The older children's grasp of the language was absolutely superb and the lesson was carefully constructed to allow maximum practice in using the language. The structure of the class seemed consistent with the aims and objectives of GCSE and written work only featured when homework was set.

The first-year pupils were also involved in maximum participation encouraged by language games and harmless competitions. Again I observed high energy content from the teacher and enthusiastic responses from the pupils. Without any statistic to hand, if the school gets one thing right, it is the teaching of French.

**DAY 5**

The day started with a staff briefing by the head and his deputies. I thought the session was more useful for keeping the headmaster in touch with the general atmosphere in the staff room than for imparting information. This, after all, could be delegated via the deputies and departmental heads.

It is essential that any manager in industry should not become remote from his organization. Grumbles and grouses can fester unless given the opportunity for an airing. This briefing allowed that opportunity in school, where the headmaster's job can be equated to a managing director in industry.

For the first period I took a low level fifth-year set for a maths class. The class teacher had left a detailed brief on the lesson's form and content. The class had learned previously the principles of calculating net from gross pay, taking into account tax free allowances and variations in rates. They were then asked to work through various text-book examples.

I discovered here that very little in teaching is straightforward. Among the class were several who had either misunderstood or missed the earlier class. Much of the lesson was spent in re-establishing and reinforcing information.

Teaching, we should understand, is not an end-to-end series of progressions from one lesson to another, but a series of overlapping sections with a gradual build up of information and understanding.

On reflection I can now see problems with the GCSE maxim of "less chalk and talk". For much of my lesson we "talked" of various aspects of taxation including the difference between evasion and avoidance, tax free or low tax havens, cash in hand, the black economy and a great deal more that added an overall understanding to the maths they were attempting. If teaching goes over the top on practical experimentation and "learning by doing", we may be casting pupils adrift without paddles.

**CONCLUSION**

On the whole my view of the school was of a large organization struggling for funds and staffed by largely dedicated people who put a great deal of their own time into their jobs, in a high pressure situation based on conflict and confrontation.

When they are in a classroom they are permanently on show and on guard. Classroom conflicts are almost constant in any but the top two sets of children within any age group. Break times are spent either sorting out individual pupils or arranging extra-curricular activities.

Any organization with 1,600 pupils and 90 staff presents a difficult managerial problem. When many of the staff have administrative duties, but no in-service training in management skills, then there are bound to be holes in the system.

I hope my stay there provided enough suggestions to enable the school to help itself a little more, but some of the financial support offered for new courses such as GCSE and general equipment was frankly pathetic.

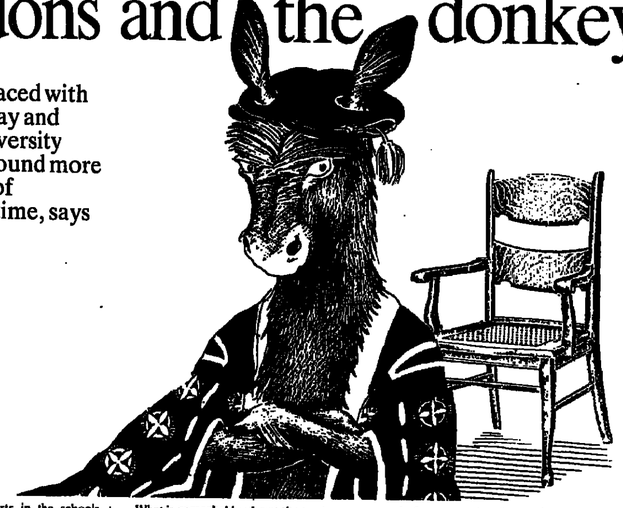
In my experience of industry, where enthusiasm is frustrated by lack of funds (and there is enthusiasm enough among the staff at the school to take on board new technology and new ideas on organization) then enthusiasm quickly dies. The school will then be in serious trouble and so will industry, because their product, the pupil, is industry's future.

*Graham Cummings is production manager of Hick Hargreaves & Co Ltd, a Bolton company manufacturing industrial pumping equipment. This is an edited version of a longer report.*



# The dons and the donkeys

## Badly led and faced with deteriorating pay and conditions, university teachers have found more lucrative ways of spending their time, says Martin Loney



Allen Curtiss

Like their counterparts in the schools, university teachers have seen their pay rapidly eroded and their conditions of service decline. By any rational calculation universities, however unwillingly, have, by some crude measures, become more cost-effective. Student-staff ratios have increased and the number of graduates per academic employee has grown.

The Thatcherite belief in rewarding productivity may inform life in the private sector, but clearly not in the public sector. There it works neither to reward the virtuous nor to punish those whose productivity has declined. How else to account for the fact that, in contrast, in the face of dramatic increases in crime and deteriorating clear-up rates, police pay has almost doubled over the past seven years?

The effects of low pay on recruitment and morale in the teaching profession have been well documented. Teachers have responded by leaving in unprecedented numbers, while in key subjects, notably maths and science, recruitment is so poor that pupils are increasingly taught by non-specialists. A prolonged industrial dispute has severely eroded goodwill and it remains to be seen how many of the "optional" duties which may be crucial to the overall effectiveness of the school will be rescued. Some, like lunchtime supervision, appear lost forever. The latter, perhaps, a result of a myopic view of education which ignores the centrality of the playground to the child's total educational experience, not to mention the importance of the children's lunchtime behaviour to the wider credibility of the school.

The close involvement of parents in their children's education, particularly at primary level, coupled with effective political and industrial action, has ensured a widespread awareness of the situation in our schools. In contrast, universities remain relatively protected from public scrutiny. Expected to be in attendance during classroom hours, for a five day week, teachers have been forced to be vociferous in their demands for improvements in their pay and conditions. University academics, with no contractually-specified working days, and a much greater degree of autonomy, may react in rather different ways. They may simply decide to take greater advantage of that degree of autonomy by absenting themselves from their place of work on a more regular basis.

True, some may also respond to narrowing promotion opportunities and declining research funds by single-minded efforts to ensure their greater competiveness in the pursuit of the remaining prizes. Others may search out lucrative outside consultancies, develop second careers, start pig farms or even choose to take over more of the domestic childcare, freeing partners for a fuller, more financially rewarding role in the labour market. Certainly I know examples of all of these. Perhaps most common is the practice of taking advantage of the open-ended nature of academic work commitments, to reduce the emphasis on research and increase the time available for do-it-yourself activities. This prompted one wit to observe that a whole generation of academics seem to have given up publication for gentrification. Given the booming property market in the south east of England the latter would certainly be a more profitable pastime.

What is remarkable about the past seven years is that rather than seeking to use the argument of financial constraint to improve the efficiency of universities and to curb abuses, Government, UGC, and the vice-chancellors have actually succeeded in exacerbating the problems. The case of law lecturers engaged in lucrative legal practice from Monday to Thursday, who fit in their university teaching on Friday or of accountancy lecturers who are scarcely sighted outside the scheduled few hours of teaching, during term time, are well known.

Equally pernicious are those senior academics whose desire to see the world, immortalized by writers like David Lodge, is exceeded only by the commitment to avoiding student contact. Thus life for them, preferably at the taxpayer's expense, becomes an endless round of conferences, while insecure junior colleagues are leant on to step into their classrooms. The utility of the conference is determined by its location, not its subject matter. Indeed in one case I know of, a senior professor left his classroom duties to attend an exotically located and allegedly important scientific event, organized by the Association for the Unification of World Christianity, more popularly known as the Moonies.

Such practices constitute an affront to those whose commitment to teaching and research might well involve a 50 or 60-hour week. However, far from making any attempt to deal with these abuses, which contrary to myth are not protected by tenure, the UGC and the Committee of Vice-Chancellors and Principals have actually introduced a whole new set of irritants as universities have become awash with money, intended to buy out serving academics, either through lavish voluntary redundancy payments or early retirement packages.

In general such programmes have been open-ended and demand-led. In paying staff to leave, little account has been taken of the impact on the institution. One readily predictable result is that in subjects with direct industrial and commercial relevance a significant number of staff have accepted golden handshakes and moved straight into better paid, private sector jobs. In other subjects, staff have eagerly joined the brain drain. One of my colleagues, a highly regarded researcher and prolific contributor to the Open University, was paid some £50,000 to leave and promptly took up a senior position in Australia. Others, in a fitting testament to the grotesque irrationality of the programme, have taken voluntary redundancy at one university and started at the Open University the next term.

Alternatively, older academics, looking for pastures new, take early retirement at the Open University, make a continuing arrangement to do some well-paid consultancy work for the OU and make further lucrative arrangements with other universities to continue their teaching career. Clearly for the lucky few you don't have to work in the City to get rich quick. It is none the less remarkable that a government so vociferously opposed to throwing money at social problems should have spent, according to the evidence given to the House of Commons Public Accounts Committee, some £153,000,000 on this madness.

Now the universities face the need to recruit in those areas which have become significantly understaffed, in the face of a market in which academic salaries can no longer compete. This, for example, in engineering we have recent reports from the Science and Engineering Research Council, that research rewards are too small to attract postgraduate applicants and that staff recruitment difficulties are such that departments of process engineering will collapse in the next 10 to 15 years, for lack of suitably-qualified staff. The picture is, if anything, even worse in the areas of computing and information technology. There even exceptional offers of senior appointments to young applicants can fail to attract good candidates.

More generally, those surveying the job market might reasonably conclude that a career that requires some five years of postgraduate study, on subsistence level grants of research awards, and which provides an age related salary of £11,275 at age 31 rising to £15,700 at age 39, is simply not worth it. The current promotion prospects in universities are determined by a fixed ratio of 40 per cent to 60 per cent junior to senior staff, which, with little recent new recruitment, means that for many they will reach their maximum income at 39. Certainly under any of the pay scenarios proposed to settle the teachers dispute a graduate, with a first class degree, will be financially better off as one of the more successful school teachers in their 30s. The difference may be as much as 50 per cent at a time when family expenditures may be particularly high.

In 1979, the Conservative Manifesto noted: "Much of our higher education has a world-wide reputation for its quality". In 1986, that reputation is increasingly based on a bygone age. Recent reports from the Advisory Board to the Research Councils have documented just how far Britain's research funding and research standing have declined relative to our international competitors. Sir David Phillips, chairman of the ABRC, offered the gloomy prediction that, "the prospect for UK science on present expenditure plans is one of steady decline".

Universities are starved of cash and staffed by an ageing population of teachers. Those who in other times would have moved on to new challenges in new institutions have simply stayed where they are. The influence of new ideas, which might have come in with younger colleagues, has been slow. Instead we grow old together, fractious, under-resourced and not a few regretting that moment, many years ago, when they made the fateful decision to pursue a career in higher education.

The responsibility for this lies not with the Government alone, but also with the UGC, which implemented the 1981 cutbacks without protest and administered the redundancy scheme with an utter disregard to the damage which was being done. Characteristically, learning nothing from history, the UGC now proposes to use the bulk of the new money allocated to the universities to finance yet more early retirement and redundancy programmes. Responsibility also lies with the Committee of Vice-Chancellors and Principals whose apparently unending willingness to bow to prevailing fashion is well illustrated in its current flirtation with the idea of student loans.

University academics may not be lions, but they have certainly been led by donkeys.

*Martin Loney is senior lecturer in social policy at the Open University.*

# Precocious brats



Josephine Gardiner on the tragic fate of child prodigies

**The Prodigy. By Amy Wallace.**
Macmillan £10.95. 0 333 43223 1.
**How to Raise a Brighter Child. By Joan Beck.**
Souvenir Press £10.95. 0 285 62786 4.

"Everyone forgives a genius" says Dylan Thomas' wife in her recently published memoirs. The reverse seems to be true of the child prodigy. Prodigies excite a curious mixture of uneasy fascination and the outright hatred that can be heard in the phrase "precocious brat". It is not simply that exceptional children arouse competitive resentment in the parents of the less gifted, or that they threaten the professional competence of their teachers; the existence of prodigies upsets our comfortable assumptions about the nature of childhood. The prodigy is feted only so long as he or she executes ever more dazzling feats of precocity; if progress is halted, or the subsequent career is less than meteoric, the prodigy is forever doomed to be the subject of gloating and prurient stories of the "whatever happened to . . ." variety.

With an estimated IQ of between 250 and 300 (Einstein's was a mere 200), William Sidis possessed one of the most awe-inspiring intelligences the world has ever seen, and yet if he is remembered at all today, it is as the world's most spectacular example of "burnout". He was born in New York in 1898 on April Fool's Day, a coincidence which afforded William much innocent amusement until, years later, a lipsmacking article by James Thurber appeared in the *New Yorker* on the subject of his unfulfilled promise, entitled "April Fool!". Sidis' particular genius was for mathematics, but far from being a mere calculating machine, like some so-called prodigies, he possessed a well-rounded intellect and could have chosen from a bouquet of careers including linguistics, philosophy, psychology, medicine, law or physics.

*William James Sidis in high school.*

His early promise was formidable. He was speaking at six months and by one year he was spelling words like "physiological psychology" with his alphabet blocks; at 18 months his reading matter was the *New York Times*; at four he was fluent in Latin and Greek, and Russian, French, Hebrew and German soon followed. Over the next few years he grasped Aristotelian logic, invented a new language, rewrote English grammar and wrote four books, until at the age of nine he was ready for Harvard (although he had to wait until he was 11 to be enrolled). As an adult, however, Sidis denied all knowledge of mathematics, avoided intellectual companionship and sought anonymity with the avidity that others seek fame, working in a succession of lowly clerical jobs. He died in obscurity at the age of 45, of a cerebral haemorrhage.

In this biography, Amy Wallace does not try to explain why Sidis "burnt out"; instead she shows, through the accounts of Sidis' relations and friends, and through his own writings, that he did not burn out at all. His mental powers remained intact until his death, it was just that he declined to harness them to any project which could be described as profitable or, with the exception of one book, worthy of public attention. Ms Wallace also sweeps away the webs of inaccuracy and rumour which have been obscuring the Sidis legend ever since the boy's first day at school, and makes some intelligent guesses about the reasons for his withdrawal from the world.

In one sense, as Amy Wallace points out, Sidis was more fortunate than many gifted children. As a small child he was intellectually stimulated, but never pushed or pressured; he was not told to memorize, but encouraged to grasp underlying principles and to apply them. The pre-school educational theories of his psychologist father sound reasonable and humane, and they are being reiterated today. The attitude implicit in his parents' assertion that fairy tales make a child's soul "a dunghill full of superstition and fear" may have contributed to their son's lack of emotional development, but otherwise it is hard to trace Sidis' problems to his early years.

The problems began when the prodigy started school. Sidis raced through four years' education in six weeks, baffled his classmates and exhausted his teachers' knowledge. He quickly became exasperated by the repetitive lessons and was consequently intractable. Much more ominously, he began to attract attention from the press: reporters would follow him to school and lurk in the school corridors; one reporter would hold him down while another took his photograph. Wallace suggests that it was in failing to protect their son from this crass publicity that his parents did him the greatest disservice. After delivering a sophisticated lecture on four-dimensional bodies to the Math Club at Harvard (at the age of 11), William caught flu. "Young Sidis Suffers a Breakdown" reported the *New York Times* hopefully. This mythical breakdown cropped up in newspaper articles throughout his life.

In 1911 Boris Sidis published *Philistine and Genius* in which he set forth his ideas on the enormous potential of the unformed mind, stressing the importance of pre-school learning. In it he lambasted the nation's educators, the "poor old college owls, academic barn-yard-fowls and worn out sickly school-bats", charging them with promoting conformity at the expense of excellence. Although Boris Sidis did not mention his son by name, academics and reviewers were not slow to recognize young William as the model for the book, and they took their revenge on him rather than his father.

Other factors which may have contributed to William Sidis' retreat are discussed. They include the tensions within the Sidis family (oddly enough, William's younger sister was not educated at all, despite showing early promise and having a mother who had qualified as a doctor), William's lack of social skills, the fact that his parents *did* show him off, though they disapproved of this in theory, and William's failure to make a satisfactory relationship with the opposite sex. On this last point Amy Wallace draws interesting comparisons between Sidis and other prodigies, notably John Stuart Mill. J S Mill's hothouse childhood was far more oppressive than Sidis', and at 20 he suffered a suicidal depression, but an introduction to the poetry of Wordsworth opened the floodgates to emotion and health. Norbert Wiener, the father of cybernetics, was another prodigy and a contemporary of Sidis at Harvard. Equally lacking in social confidence, he nevertheless made a satisfactory marriage which "defrosted him emotionally".

It could perhaps be added that Sidis was offered no moral context for the application of his talents. A youthful and deeply-felt excursion into leftwing politics resulted in a humiliating trial and a period of virtual imprisonment at the hands of his parents. Most poignantly, he was given his first job through a family friend as a researcher in theoretical physics at MIT. Because he was a pacifist, the military application of his work was concealed from him.

Much of the second half of the biography is devoted to the things Sidis did achieve as an adult. He wrote numerous articles and short stories (most of which are now lost) and published a book postulating the existence of black holes, 14 years before the first acknowledged work on the subject. The book was completely ignored both by the press and academia. Amy Wallace's intelligent sympathy for her subject and respect both for his achievements and his conflicts make this an absorbing read, but Sidis' story remains a deeply depressing one which raises ever-topical questions about our attitudes to gifted children.

Eight years after his death, William's mother's ideas were the subject of an article entitled "You can make your child a genius". "What happened to Billy can happen to your Johnny too" advised Sarah Sidis, without a trace of irony. Articles and books of this kind are still circulating. Last year, Souvenir Press printed a revised edition of *How to Raise a Brighter Child* by Joan Beck, first published nearly 20 years ago. There is nothing wrong with this book (except perhaps for the title, which reminds one of other DIY books along the lines of How to Grow Bigger Marrows); it is full of sensible practical suggestions about early stimulation, it is scrupulous in warning against pressurizing the child and it incorporates a wide spectrum of research as well as reiterating the older ideas of Dr Montessori. Nevertheless, in the final chapter, Joan Beck takes great care to reassure parents that, according to "research", gifted children are far from being studious, difficult loners and that they are in fact more popular, better at leadership, better at games and generally healthier and more American than other children.

The reader has to take the research in this last chapter on trust, since it is not documented in the reference section at the back, but it seems to me that Ms Beck may have unwittingly stumbled upon the heart of the problem: on the one hand gifted children are required to be exceptional, on the other to be perfectly adjusted and "normal". This is what happened to William Sidis.

Are public attitudes to child prodigies any more enlightened now than they were in Sidis' childhood? The example of Ruth Lawrence springs to mind. She has naturally excited the attentions of the media, and it is possible to detect the impression that there are people waiting with bated breath for her to trip up, fail, have a nervous breakdown or burn out. Unlike Boris Sidis, Ruth's father has done an efficient job of shielding her from excessive publicity, although one learns with horror that she is not allowed to read literature. But possibly this is a groundless rumour of the kind that plagued the young Sidis.

Perhaps the last word should come from Norbert Wiener, Sidis' contemporary, quoted in Amy Wallace's book: "Let those who choose to carve a human soul to their own measure be sure that they have a worthy image after which to carve it, and let them know that the power of moulding an emerging intellect is a power of death as well as a power of life."

# Pill/kill

**Words to Rhyme With for poets and song writers. By Willard R Espy.**
Macmillan £20.00. 0 333 43426 9.

There are those who sneer at rhyming dictionaries. If rhymes do not come naturally, so the argument goes, they had best not come at all. However, in the composition of light verse and song lyrics they are immensely useful. What rhymes with spoilt? Nothing. Change the line. I have no idea whether Ted Hughes or Seamus Heaney use such resources (though I suspect they have been known to), but I'd be mightily surprised if A P Herbert, A A Milne or Morris Bishop ever abjured their use – the great song lyricists did too. Ira Gershwin even *wrote* a rhyming dictionary, and very entertaining it is too.

They are not useful only for researching specific rhymes. Predatory browsing can supply the imagination with material. I have just opened *Words to Rhyme With* at the "OP" entry, and from the riches placed before me have selected the following: *slippety-clop, traffic cop, lollipop, barber shop, karate chop.* The poem is as good as made (so much so that I shall probably never write it). The library of any school with a sixth form should have a rhyming dictionary – and not only for budding poets. Investigation of rhyme can develop and encourage interest in language and the odd way that words behave. For instance, rhyme exercises a magnetic pull between words: pill/kill, wedding/bedding, strive/alive. On my mind at least, each of these pairs exerts a primitive magic. Substitute non-rhyming words: tablet/kill, marriage/bedding, struggle/alive, and the situation is altered.

Willard Espy's is quite the best rhyming dictionary that I have seen. It seems comprehensive and I suspect that my copy will not be submerged under scribbled addenda in the way that my others are. It is laid out very clearly with plenty of white on the page and after 10 minutes' preparatory work, spent in discovering its system, is easy to use.

The author also provides a guide to English prosody (this has been better done elsewhere) and has taken the opportunity to use numbers of his own poems as illustrative examples – a practice which he continues throughout the text. These items are quirky and perky and skilful and wilful but after a while one begins to long for a *real* poem (a sonnet by Milton or Wordsworth for example) to give the student a feeling of the poem's formal power as well as its construction.

Espy's presence is evident throughout: a sort of amiably lunatical scholarly gent of some years, a delight to meet. His appendices, too, are a delight: glossaries of outlandish words, from which I have learnt that I have been a lifelong sufferer from *googoophobia* (fear of baby talk), and recovering from *melcryloveintienaphilia* (fondness for women's black underwear); and find it difficult to resist not only a black (or blue) stocking but also a *booking* (red herring).

**Gerald Benson**

# Labels

**Ways of Telling. The Work of John Berger. By Geoff Dyer.**
Pluto Press £4.95. 0 7453 0097 9.

"One of our greatest writers . . . the brightest figure in English intellectual life": the conclusion to Geoff Dyer's study makes some large claims for its subject, against what is seen as the neglect of a literary establishment unable to cope with a body of work that falls outside the usual categories; but the claims are not entirely supported by the critical analysis that has preceded them. Dyer is inclined, in summary, to attach labels ("a masterpiece") which imply conventional literary echelons while, in his detailed scrutiny of the work, judging it on its own, non-conventional terms. The assertions of greatness and brightness, as he goes on to suggest, are intended more as a polemical stance, designed to startle the establishment into recognition of Berger's actual achievement.

For Dyer, the reason for the neglect is that Berger crosses boundaries between "critical" and "creative" writing; but the suspicion this arouses is rather more than just an inability to "take the measure" of the work or to put it in the appropriate slot. His study of the critical and theoretical writings points to precisely the features that other readers and critics have found most difficult to accept: the melancholical use of language, tendency towards sententiousness, the lack of humour and what seems at times like an attempt to gain assent by sheer aggression rather than argument.

Only someone irrationally alienated by Berger's politics would deny the value of *Ways of Seeing* and other critical works in opening eyes and minds to a new perception of Western art, or the seriousness and sincerity of the writer's lifelong effort to see more clearly and to describe what he sees. But even a large measure of sympathy with his politics and admiration for his project cannot dispel misgivings, which Dyer articulates, about these aspects of his method.

*Ways of Telling* proceeds chronologically through Berger's published writings and ends with an interview which discusses collaboration and the film-maker Alain Tanner. There is little biographical information, and the chapters on the novels construct a less coherent case in Berger's favour than those on the art criticism, the collaborations with Jean Mohr and *Pig Earth*. This is especially true of his summary attempt to put *G* into the context of comparable narrative experiments in English and other European languages.

Dyer deals sensibly with the background in Marxist aesthetics and illuminates many aspects of Berger's work, though occasionally the writing seems hurried and the argument falters. In the final analysis, his claims for Berger's "greatness" are largely irrelevant, since by then he has convinced us that his subject has much to say that is worthy of serious attention. Any more general assessment will have to wait.

**Robin Bist**



BOOKS

# This coloured bloke ...

**The Logic of Racism. By E Ellis Cashmore.**
George Allen and Unwin £15. 0 04 301256 8. £6.95 301256 6.

It is rare to begin a book with excitement, gain useful material from it, and to be left with the feeling that it had no real value. E Ellis Cashmore declares in his introduction: "If we accept that people are ordinarily conservative, then we can grasp a certain logic in their response to change. For the most part, they have neither the time nor the inclination to probe their environments; when they feel threatened, they are given occasion to think more deeply about the nature of them and how they can be defended. Racism in modern society typically arises in defence of the established order of things against perceived challenges. And in this sense, it can be seen as a logical response . . ."

He then proceeds to quote from lengthy interviews with a wide variety of people in the West Midlands – on the Newtown estate in Birmingham and in Edgbaston, Birmingham, and on a council estate at Chelmsley Wood, 10 miles outside Birmingham, and in affluent Solihull. These interviews are fascinating and revealing, even though the precise criteria for selection of interviewers does not appear. The book would have been better if the interviews had been allowed to stand on their own, for they encapsulate so many of the attitudes one knows well, but rarely sees listed side by side. There is, for instance, Mrs Jameson (with the exception of the politicians and a couple of other identifiable people, the names have been changed) of Newtown, in whom all the social security prejudices appear in relation to housing:

"They're given money to live, aren't they? The state gives them money to keep them . . . And not only do they get places to live, but they get what they want – new houses. It makes people bitter 'cause when we came here we had no choice; these were the only places; they hadn't finished building when we moved in . . ."

Or there is Mrs Harbourne whose father is in the CID and who jokes about the need for a passport for going through Handsworth. The real resentment is about cars, however: ". . . This coloured bloke passed us in a BMW – A-Reg it was – and my dad looked and he said 'God blimey, do you know I've slogged my guts out for this car?' He's got a Y-Reg Rover. 'And they're on bloody social and they've got an A-Reg bloody BMW!"

There are predictable views of a Newtown black youth that the establishment sets black against black – and his urging of blacks to realize: "Look, we're all black brothers; white men are our enemy." And there are the angry views of the white unemployed: "If you threw all the blacks out of the country, the jobs we've got now would pay more." Yet in among the predictable, the depressing, the ill-expressed, there are some marvellous lines, such as from unemployed John: "In the black areas I'm familiar with I haven't seen any improvement in the last three years" as he forecasts riots involving blacks and whites together, since he feels racism is on the decline: "I think we're getting closer together . . ." He does not explain why. Perhaps he was not asked. That is the real trouble with this book: the lack of knowledge about who was asked what and how makes it difficult to judge the value of what is said.

This is exacerbated by the banal conclusion that policies and laws only combat symptoms and not the cause; even now he does not explain a "logic" of racism. To add to this, there is a scrappy bibliography, which actually cites *five* items by Cashmore in a list of twenty-one.

**Julia Neuberger**

# Observations

**Systematic Classroom Observation. By Paul Croll.**
The Falmer Press £8.50. 85000 107 3.
**Two Cultures of Schooling: The Case of Middle Schools. By Andy Hargreaves.**
The Falmer Press £8.50. 85000 109 X.
**Primary Education: Structure and Context. By Philip Gammage.**
Harper and Row £4.95. 06318345 5.

What has systematic observation got to offer the teacher, let alone the child? Naturalistic accounts, which aspire to the status of the best journalism, use the teachers' own language and exist as a recognizable part of the children's world, and they reflect the prejudices in all of us. Most systematic observation, on the other hand, pretends to objectivity through distancing technical jargon. It is only useful for a managerial control of the quantifiable aspects of the classroom. As Jack Sanger has written, this sort of observation may offer plenty in terms of measurement of talk – teacher praise, for example – but it can't give the reader any purchase on the quality of that praise.

Unlike many books on this subject, Croll's readable, humane text concedes that naturalistic research has much to offer – frequently in conjunction with number-crunching work. Its descriptions of the work of Ned Flanders, the ORACLE researchers (of whom Croll was one) and others is excellent. However, there is a subjectivity in the phrase "undesirable behaviour" that Croll doesn't explore. Undesirable for whom? Teacher? Child? Parent? Society?

The best parts of Andy Hargreaves' new book on middle schools – an inadequately boiled-down PhD thesis – are naturalistic case studies. Part three consists of the results of interviews with teachers which use their own language to an often disturbing degree. These interviews expose the gap that existed in the Seventies between ex-secondary and ex-primary teachers: the "situations" and the double negatives are eloquent.

"I'm not too happy about certain situations as compared to some other situations . . . I feel happier in a streamed situation or a set situation than I do in a mixed ability situation. But . . . I teach history in a mixed ability situation. But . . . I could teach history better in a streamed or set situation . . . I am not at my best with children of not very high intelligence . . ."

A large part of this book is concerned with the impact of national and local policy on schools – and there can be no doubt that this is a perspective of considerable novelty to those of us practised only in classroom observation and curriculum design and evaluation. As middle schools sink slowly into the west, this book will serve as a sound evidence that someone took them seriously, once.

Professor Gammage's book is, says the blurb, "essential reading for intending primary teachers, parent-governors, and for anyone concerned with primary education today". But these groups would like some precision about, for example, i.e.a.s still using the 11-plus – so would I, in fact – but all we get is "it still exists in at least four"; similarly, "In England, the perceptions of egalitarianism have had considerable impact on the organizational patterns of post-pubertal schooling, particularly in the last 25 years or so". Everything is wrong with that sentence – its lack of rhythm, its jargonizing distancing from the lives of human beings, its sheer wordiness. And the whole game is lost in that final "or so". What are we reading the thing for, if not information? This is a chummy, irritating book that, except for a few pleasant photographs, has nothing to do with children. It also has nothing to challenge, encourage or even inform today's systematically observed teachers.

**Fred Sedgwick**

# Glory-smitten summits

**Shakespeare and the English Romantic Imagination. By Jonathan Bate.**
Oxford University Press £22.50. 0 19 812848 7..

Coleridge described Milton and Shakespeare as "compeers not rivals" on the "two glory smitten summits of the poetic mountain". To those on the lower slopes or merely contemplating the ascent, the prospect was both exhilarating and depressing. "We all must fail", said Shelley, "Shakespeare is the lion in the path, he has done for the drama what the Greeks had done for sculpture – perfected it." Contemplating the Protean comprehensiveness of Shakespeare's vision, Goethe felt that for the "aftercomer" there must seem to be "nothing to do". The response of the English Romantic "aftercomers" to that challenge is the subject of Mr Bate's book.

Mr Bate has no trouble in persuading us that they are at their worst when attempting surface imitation of the Shakespearean and Miltonic styles. They are at their best, he claims, when entering into "a richer more intuitive relationship with the two poets". What particularly fascinates him is the echoes of Shakespearean idiom and cadence as they are to be heard as an imaginatively integral part of a Romantic poet's work. Unsurprisingly, such echoes are to be found by the thousand; the usefulness of the detective work that catalogues them must be judged by the degree to which it strengthens our understanding of particular poems. When Bate juxtaposes, for instance, the "jingling paradoxes" of King Lear's fool with Blake's "nursery rhyme manner" he enriches our sense both of Blake's indebtedness and of his achievement. In general, however, Mr Bate tracks the current of Shakespearean influence with a minute particularity that doesn't always heed Wordsworth's warning: "a scholar should point out passages or authors to which the poet has been indebted" only "where the poet has really had essential obligations". Without a steady sense of those obligations the exercise will be unprofitable.

"Unprofitable": Wordsworth in *Tintern Abbey* is consoled by the memory of the Wye Valley "when the fretful stir / Unprofitable, and the fever of the world / Have hung upon the beatings of my heart". "What is ('unprofitable') doing", asks Bate, "if not alluding to its own most famous occurrence in earlier poetry?" Perhaps the reader will summon Hamlet's "weary stale, flat and unprofitable . . . uses of this world" to mind. Perhaps, too, he will hear the echo of Macbeth's "life's fitful fever". If so, he may be able to agree with Jonathan Bate that we have in Wordsworth's lines "a composite context of Shakespearean melancholy for the later poet's musings".

Maybe: obviously we cannot deny the possibility of such resonances. However, I think Byron a sound guide to the sense of proportion that seems to me to be missing from such claims: "if one has read much, it is difficult if not impossible to avoid not only the thought but the expressions of others". Against his intentions, Mr Bate's echo-noting tends to diminish rather than enhance the poetry. The echo of *Othello* in "the numerous accidents in flood or field" to which Wordsworth refers in *The Prelude* does not "raise" the "tragic facts" of rural history "to the level of Othello's heroic early life". It is a slim and precarious achievement if, as Bate implies, the poetry is dependent for its tragic weight on the reader hearing that echo.

The focus of our attention to poetic language can be diffused rather than tightened by the scholarly determination to re-awaken or amplify every echo. Certainly we can agree that "Keats at his best uses a language that is both inherited and fully his own". However, there are surely dangers in attempting to bring that inheritance into too clear a consciousness. Do we really read Keats' "Where youth grows pale, and spectre thin, and dies" more deeply for knowing that (with his tubercular brother no doubt in mind) Keats underlined "poore Tom" in his *King Lear* and that the play contains the line, "The foul-fiend haunts poor Tom in the voice of a nightingale"?

**Roger Knight**



**A arboricultural detail from the Ghent Polyptych: one of the illustrations to The Complete Paintings of the Van Eycks, with an introduction by Robert Hughes (Penguin Classics of World Art £7.95).**

# 6 is curly

**Children and Number. By Martin Hughes.**
Basil Blackwell £19.50. 0631 13579 0. 16.95. 13581 2.

In *Children and Number*, Martin Hughes presents a refreshing perspective on children's early attempts to understand mathematics, and describes many novel ways in which they can be helped both to learn about, and to produce written representations of number.

His search is for explanations of young children's enigmatic reactions in mathematics.

Hughes: "What does one and two make?"
Alison: (aged 4 years and 7 months) "I can't answer questions like that".
Hughes: "Why not?"
Alison: "Because I don't go to school yet"
Hughes: "How many is three and one more?"
Ram: (aged 4 years 7 months) "One more what?"
Hughes: "Just one more, you know?"
Ram: (disgruntled) "I *don't* know".

Why is it, he asks, that children as old as seven and more, when shown concrete examples of easy addition and subtraction (two bricks added to a set of two, one brick taken from a set of three and so on) have great difficulty in making signs on paper to represent this? Why do children not see symbols of formal arithmetic (+—) as relevant and useful when faced with a problem for which these symbols are precisely appropriate? Are teachers of mathematics using the right language? Seven-year-old Sally, when asked "What is the difference between 11 and 6?" answered "11 has two numbers" and "6 is curly", and wondered why her answers were marked wrong.

Hughes says the book grew out of his dissatisfaction with the many widely held assumptions about the capabilities of young children. He looks afresh at children's attempts to master simple arithmetic: "What's so hard about two and two?", and suggests a practical approach to building a more secure foundation for teaching and learning mathematics. His way ahead looks promising.

Much of his research, he says, demonstrates that young children are frequently more competent than, for example, Piaget had maintained. "School mathematics . . . should be based on and linked to the understanding of number which children possess when they start school, but my research suggested that these links were not being made. Instead a serious gap was opening up." It is the purpose of this book to close the gap, and so to reduce the large number of children who leave school lacking both comprehension and interest in mathematics. Proficiency in the basic skills, he says, is not enough: what is needed is the ability to apply these skills to real-life practical problems.

Hughes outlines his teaching methods, gives examples of children's inventions of written arithmetic (often symbolic), examines how number systems of other cultures, and describes children's difficulties in school. He has novel ideas for learning formal relationships between numbers through number games (with tins, teddies, dice or whatever) and for translating from concrete to symbolic representations of numbers and back again to the concrete. He explains his new approach to turtle-graphics using a simplified version of learning with Logo for pre-school and infant children, and shows the dramatic effect that Logo can have on developing their mathematical understanding.

This is a useful book, both for teachers and students in education. Each chapter has a concise overview and the index is clear and accessible. The bibliography is extensive, and all the big names are here including Cockcroft, Donaldson and Shuard. It is easy to read and well-illustrated throughout, with lots of practical suggestions for classroom use. I would recommend it to first year students teaching practice without hesitation.

**Suzanne Hewitt**

BOOKS

# Spurious issues?

**Language, Ignorance and Education. By Geoffrey Thornton.**
Edward Arnold £4.95. 0 7131 6481 6
**Educational Linguistics. By Michael Stubbs.**
Basil Blackwell £25.00. 0 631 13898 6.

What should teachers of English actually teach? With this professedly "provocative and aggressive" new book, Geoffrey Thornton, an experienced English adviser (latterly with the ILEA) fires off a broad salvo in the latest phase of this perennial debate. One shot scores a quick bulls-eye: the general lack of understanding of language among graduates entering English teaching. Other targets include graded tests in English, and the new GCSE. But the most resounding hit is on the widespread ignorance among parents, educators and policy-makers of what language is and how it works.

Most linguists would agree, and could give many examples of the ill-founded folk-linguistics of what Thornton calls the "flat-earthers" all around us. Unfortunately Thornton has a view of linguistics that has a flat-earth quality all its own. Moreover, linguists with whom he disagrees are dismissed, with breathtaking arrogance, as "incompetent to handle basic linguistic concepts".

Since the core of his argument relates to the way schools handle the language the child brings from home, notions of linguistic development and variety are crucial. What we are given is not argument or evidence but a dogmatism which takes no account of more recent debates among specialists. The idea that language development in school requires some "teachable content" is dismissed with ridicule. He has difficulty in accepting that when an adult describes a pupil's speech as unintelligible or slovenly it might even be just that, and the judgment not necessarily a "product of the class-structure". Parents or employers who complain of pupils' apparent inadequacy in communication are merely "ignorant". "Standards" or "the pursuit of excellence" are just "spurious issues".

For the most part, this book will surely confirm the misgivings many parents have about the ILEA, and comparisons with Michael Stubbs's book are simply cruel. Stubbs is a fine linguist whose recent appointment to the chair of English in Education at the Institute of Education acknowledged the relevance of well-grounded linguistic theory to good classroom practice. Many of the same issues crop up in this book as are dabbled in by Thornton, but there is also much more, and the discussion is nearly always well documented, well argued and wise.

Stubbs's chapter on the nature of standard English should be read by all entrants to teaching, despite obtrusive neo-Marxist notions of class domination which beg more questions than they answer. He has many useful things to say on aspects of reading, spelling and vocabulary. Rather less satisfactory is his attempt to define appropriate subject-matter for English, though no one will be able to make a credible attempt at this without reference to Stubbs's proposal for a syllabus centred upon the understanding of linguistic diversity.

There are two disappointing gaps. Given his over-riding emphasis on schools' responsibility to help children to understand the true nature of varieties of language, it is amazing to find no discussion of the "state of the art" in the debate among linguists and educationists on the possible cognitive implications of such variation. Even Bernstein, who loomed so large throughout a generation or more of teacher training, is dismissed in a couple of paragraphs, and a whole battery of awkward questions about Labov are simply ignored. Second, his attitude to prescription is far too unclear to be of any practical use in the classroom. The obvious need for a paperback edition might furnish an opportunity to add proper coverage of these crucial topics.

**John Honey**




**The "and then I woke up" syndrome lives again in John Carpenter's Creating the World: Poetry, Art, and Children (University of Washington Press $30.00 and $14.95). It's devoted to "picture poems" of a fairly traditional let-it-all-hang-out sort, but it may inspire good teachers to make more interesting demands of their pupils.**

# Best tip

**Smoking: Third World Alert. By Uma Ram Nath.**
Oxford University Press £12.50.

As smoking declines in the industrialized West and the tobacco industry faces growing restrictions on its advertising and promotions, the search for new markets has led inevitably to the Third World. Just as the world's poorest countries have so often in the past been the dumping ground for unsafe products and hazardous industries, now they are the target of intensive cigarette marketing. Consumption rates are climbing fast.

This volume, produced in the wake of the Fourth World Conference on Smoking and Health, and drawing on much of the research presented there, marshals the medical arguments against smoking, then situates them in the context of Third world societies. It presents a devastating picture of increasing tobacco-related disease, exacerbated by existing patterns of poor health, housing and nutrition.

This is supported by detailed case studies that show how the effects of smoking combine with dietary and enviromental factors in specific regions and among particular occupational groups. As well as making the case for systematic research on a bigger scale, these surveys point Third World health workers and campaigners in the direction of evidence that is helpful in pressing their own governments for regulatory controls on advertising and marketing.

But populations most vulnerable to the health risks of tobacco (which they are offered in the form of toxic high tar and nicotine mixtures now becoming unacceptable in the West) are also the most vulnerable to double-edged economic incentives. The tobacco industry brings employment and the tobacco crop is lucrative. Third World countries now produce a bigger share of it for the world market than they ever did. If it adds to revenue it also reduces the arable land available for food production where it is most needed.

The issue of Third World smoking highlights a multitude of others: land ownership and political democracy, cultural and economic imperialism, education and literacy. The odds are unevenly stacked in any campaign against it. But one piece of good news is that this book's publication coincides with the launch of a new organization aiming to help mobilize worldwide: Third World Against Tobacco International. To counter the persuasive professionalism of the tobacco industry, it too will operate as a professional service supplying tailor-made information and advice packages to governments and campaign organizations.

**Liz Heron**

# lingo

## He, She, It

John Weightman wrote recently in *The TES* "Where did the curious phenomenon of grammatical gender come from?" He went on to say that this was one of many awkward nuts not yet cracked. Since such things are a matter of history, and since we already have all the records we are ever likely to get, we must make do with speculation and analogy.

There is a quarrel in the EEC about the gender of ECU, the European Currency Unit. Some people make it masculine, and some feminine. Historically, the acronym is unconnected with the French *écu* (masc), which was a coin and which derived from Latin *scutum* (neut). But wait a minute. Why is there no neuter gender in French? Simply because the Gauls couldn't be bothered with the six Latin cases, and put everything into the Accusative. Thus *scutum* (neut) became indistinguishable from *dominum* (masc acc), and two genders merged into one. The point is that this was a purely accidental development, and nothing to do with sex at all.

A similar accident did not take place in the Germanic languages, hence *der*, *die*, das; and absurdities such as that German girls are not feminine, but neuter. This is as credible as the proposition that all French mice are female.

If you look outside Europe, you will find many languages in which words are grouped into categories that have nothing to do with sex. The Algonquian languages distinguish animates from inanimates. Some Bantu languages have as many as 20 "genders". Others it seems have one kind of noun for plants that are edible, and another for those that are poisonous.

Therefore I think that we Indo-Europeans have landed up with a gender-structure that mostly happens to connect with sex, but not always, through a series of accidents. And right at the western extremity of the Indo-European area, English has slimmed down the whole messy business, and all our nouns are unisex.

**W S Brownlie**

# The parent trap

# CHILDREN'S LITERATURE

**Hit and Run. By Joan Phipson.**
Methuen £7.95. 0 454 00905 4.
**The Blossoms Meet the Vulture Lady. By Betsy Byars.**
The Bodley Head £4.95. 0 370 30760 7.
**The Freedom Machine. By Joan Lingard.**
Hamish Hamilton £6.50. 0 241 11882 4.
**Badger. By Anthony Masters.**
Methuen £6.95. 0 416 63680 2

The relationship between parent and child, particularly that between father and son, lies at the heart of much "adolescent" fiction. In the hands of the less able, it can become no more than a pretext for parading the clichéd problems and obsessions of the teenage years, resulting in books unyieldingly joyless in tone and theme. The more gifted writer is the one who focuses sharply on the story of one individual youngster and places it in a context which allows that individual and the parental figure to come to terms of mutual tolerance and respect. The four books discussed here match, to varying degrees, these criteria and all represent significant achievements for their respective authors.

Sixteen-year-old Roland in *Hit and Run* has a father whose belligerent manner and sense of self-importance have inflicted on the boy feelings of timidity, inadequacy and over-dependence. These, ironically, are the characteristics which incur the father's wrath and, simultaneously, ensure that Roland is sheltered and shielded from experiences which might encourage assertions of his personality and growth. When, however, he impulsively drives away a stolen Ferrari, knocking down a mother and baby en route, he embarks on a two-day adventure which is to culminate in the confident declaration that, contrary to his father's view, he is no longer silly and no longer a child. He is helped towards this realization not merely by his increased insights into his father's motives and weaknesses, but also by the developing companionship with Gordon, the policeman who starts by pursuing him and ends by exchanging confidences as both huddle together against the cold of an exposed Australian hillside. The scrub-covered landscape, with its wagtails, peewits and entrapped blue cattle dog, provides an appropriately stark and elemental environment for the playing-out of the exquisitely-observed nuances of their growing understanding. It provides also the opportunity for the author to display her literary skills, in her poetic evocation of place and her portrayal of the fluctuating elation and despair in Roland's progress towards maturity. *Hit and Run* easily takes its place among the finest achievements of "adolescent" fiction, not least because it has resonances for readers far beyond the age-group to which it is immediately addressed.

The father of the Blossom children, in Betsy Byars's new novel, is dead, but he continues to exist as a poignant memory for Junior, the youngest, and all the more poignant for being mentioned only once in this wry and beguiling story. This occurs in the book's central incident, when Junior finds himself in the cave of an eccentric recluse, the "vulture woman" of the title. Junior's education begins with this encounter, for it enforces on him new perceptions. He comes to grasp the multi-significance of scavengers (bird and human), of cages (literal and metaphorical) and those we build for ourselves) and of the claims and loyalties of the close-knit family. Summarized in these terms, the story may sound more solemn than it is, for Junior's chatter and inventive resilience result in a hero dominated by boyish good-nature, portrayed without a trace of sentimentality.

Precisely the same tribute can be paid to Mungo McKinnon, the engaging 10-year-old hero of *The Freedom Machine*. The father here is in prison, guilty of embezzling office funds, a crime which impels Mungo to mount Gulliver, his talking bicycle, and depart on a journey of self-discovery. The lessons he learns, not quite as dynamically experienced as Junior's, are to do with new ideas of what "freedom" really is and of how its privileges inevitably entail responsibilities. More explicity, he comes to appreciate that the notion of "once a thief, always a thief" does not necessarily apply in all circumstances, his father's included. His encounter with Fanny and her grandfather in the decaying and ghost-haunted grandeur of a Scottish country house allows for some strikingly atmospheric writing and for a gently persuasive narrative which will grasp and maintain the young reader's interest.

"Don't you – have time for your dad?" asks a shaken Andrew of his cousin Jenny in *Badger*; "I hate him," is the immediate response. The violence of this exchange is typical of the highly-charged atmosphere throughout this compassionate story of man, animal and the complexity of the relationships between them. Andrew's initial aim is to defend Jenny and the baited badgers against his rough and destructive uncle, but his growing understanding of the bond between father and daughter – and there is more than one father involved here – enables him to appreciate the tautness of the knot which binds together, in spite of the irascibility and the fury, his cousin's family. Anthony Masters has written a book of great appeal to all naturalists; he has also skilfully delineated some of the painful consequences when young and old are caught in the crossfire of conflicting and volatile emotions.

**Robert Dunbar**

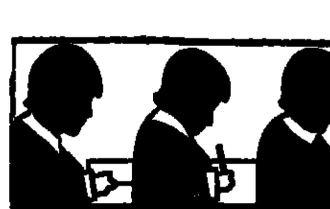


**"Lola in the Afternoon", a portrait by Leonardo, the Lion from Nowhere, whose career as an artist is delightfully illustrated with paintings by Zdzislaw Ruszkowski and verse by Adrian Mitchell. To be reviewed (André Deutsch/Marilyn Malin £5.95).**



BOOKS IN CLASS

# Evidence, empathy




**Modern World History series: Evidence and Empathy. By John Simkin: The Russian Revolution 0 948865 01 6; The Bolshevik Government 06 7; The Rise of Hitler 06 7; Hitler's Germany 16 4; America in the Twenties 21 0; Roosevelt and the New Deal 26 1; American Domestic Policy 1945–80 36 9; American Foreign Policy 1945–80 30 X; Africa since 1945 45 8; The Arab-Israeli Conflict 40 7.**
Spartacus 95p each. Teachers' Handbook £2.00. 0 948865 70 9. Students' Revision Book £1.50. 0 948865 75 X.
**Twentieth Century British History. Book 3, 1945 to the 1980s. By Fiona Reynoldson.**
Heinemann Educational £2.95. 0 435 31877 2.
**The Twentieth-Century World. By John Ray and James Hagerty.**
Hutchinson £4.75. 0 09 160911 9.
**Twentieth-Century Britain. By John Nichol.**
Basil Blackwell £2.65. 0 631 91320 3.
**The Great Power Conflict after 1945. By Peter Fisher.**
Basil Blackwell £2.45. 0 631 90500 6.
**Germany. By Robert Gibson and Jon Nichol.**
Basil Blackwell £2.45. 0 631 90790 4.
**Germany Awake! By Tonie and Valmai Holt.**
Longman £9.95. 0 582 40619 6.

Spartacus is a new publisher in the educational field. Their Evidence and Empathy series for GCSE is written by John Simkin, who'll be remembered for his evidence-based booklets for Tressell Publications, the teachers' co-operative which took off. The series title indicates an additional area of emphasis derived from the GCSE boards' stated criteria – empathy. "How did it feel?" is a concern which has crept up from history at lower levels to join "How do we know?" as a key issue in the process of learning history. Students who have been brought up to the idea of role-playing in class or in written work, composing newspaper articles, conducting interviews, and writing letters, diaries and speeches, know all about empathy work anyway, and should enjoy this aspect of assessment being taken into formal examinations. The 10 empathy questions at the end of each of these booklets will be just what they're used to, and the evidence here will help provide background information.

Most school students these days are used to evidence work too, though it's always been hard for teenagers to make a great deal of the more formal ways adults have of expressing themselves. John Simkin has thus taken case of understanding as his first priority in selecting sources, preferring letters, autobiography and popular history, to political speeches and memoirs. It's to be hoped that the GCSE boards will do the same.

It looks like a useful series. It covers a wide range of subjects in world history, breaking each title down into topics, with evidence-based questions on each, modelled on GCSE specimen papers. With the books selling at under a pound each, you have a good chance of building up several classroom sets or half-sets. The teachers' handbook provides background information on the sources and booklists for each topic. The students' revision book, which is the only element of the set which seems a bit pedestrian, contains definition "matching" exercises, and lists of events to put in order. Revision is a pedestrian process, perhaps.

Since GCSE is for everyone, we're going to need books at all levels. Heinemann's *Twentieth Century British History*, which also emphasizes evidence and empathy, could cater for the lowest ability levels, or it could be used with much younger children. The language is extremely simple, the sentences are short, and the ratio of visual to written material is high. There are filling in exercises, crosswords and word search puzzles as well as more conventional questions. Since it's so easy to over-estimate students' ability to cope with text, and equally easy to under-estimate what they'll get from illustration, this kind of thing may well prove to have an important GCSE role.

*The Twentieth Century World* comes somewhere in between. The extracts are kept short, there's abundant illustration, and there are a variety of different kinds of exercises, but the text is fuller, with more detail to be mastered. This is a coursebook, which covers the whole 20th-century world history syllabus, but it could usefully be supplemented by topic books such as Evidence and Empathy.

The Blackwell History Project and Jon Nichol's Evidence series are both well known for their clear format and characteristic time-charts on the back cover. These three 20th-century additions will be more welcome material for GCSE. One of their virtues is the variety of different ways in which information is presented, including an abundance of charts and diagrams which can be more rapidly understood than text. *The Great Power Conflict* also has games; deciding (by a combination of reason and chance) where a tunnel should be built under the Berlin wall, or surviving guerilla attacks in Vietnam. They're carefully worked out and despite the serious subject matter, should provide some light relief – and of course empathy. The only problem, with GCSE syllabuses looking as though they're going to be as over-long as O level ones were, will be getting the time to explore all these possibilities.

These books represent a tiny proportion of what's available for GCSE. With all this choice, one book to leave out is *Germany Awake!*, which is an account of Nazi Germany based on some of its own propuganda – picture postcards. No one would deny these are interesting contemporary sources, but to use them exclusively without any reference to the opposing point of view is inevitably to perpetuate their message. The authors are billed as military and postcard experts; they are clearly not historians or teachers. It would be unsound and dangerous to use this unbalanced account in schools, particularly in the light of current NF and British National Party activity.

**Jessica Saraga**



**Hsuan Tung, the last emperor of China. When the revolution came, in 1912, the six-year-old abdicated. An illustration from Alan Blackwood's Spotlight on the Rise of Modern China in Wayland's well-established Spotlight on History series for the over-10s (£5.25).**

# On the way to the forum

**The Roman World. By Mike Corbishley.**
Kingfisher Books £6.95. 0 86272 218 7.
**Britain before the Romans Activity Book. By Mike Corbishley. The Romans Activity Book.**
British Museum Publications £1.25 each. 0 7141 1387 5 and 1282 8.
**The Wild Frontier: Scotland's Roman Wall. By Anne Johnstone.**
Moubray House Press £2.50. 0 948473 03 7.

"Romans," we know from the start, "came across the Channel all dressed up in tin and flannel". And no doubt you remember, from earliest schooldays, just how Horatius held that bridge over the yellow Tiber in the brave days of old. Rome is a gift for history starters. Dress an infant in a bath-towel toga and he instantaneously becomes a dignified forum-bound citizen, hailing Caesar and addressing Friends, Romans and Countrymen. There is that lovely language, Latin, so full of words you can work out because you've seen something like them in plain English. There is the fantastic success story of the lads from the Seven Hills forever pushing outwards the frontier of civilization. There are heroes and villains with sharply sculptured features, memorable names and vivid stories, Hannibal and Caesar, Nero and Cleopatra. They were baddies, of course; the Bible and Hollywood say so, and Boudica found out the hard way. But they worked wonders, and left first-rate visible evidence to show how they did it. And they left so many good questions: what made Rome great – chance, geography, political and military know-how, or the Roman character? What brought about that drastic change from republic to empire? And where did they go wrong that such a visibly great civilization could vanish so utterly?

Mike Corbishley is well practised in explaining this ancient world for children, and Kingfisher Books can be relied on to present the past colourfully and clearly. Their joint new venture ought to be a winner; but it isn't, not quite. It enlarges an excellent earlier book in the History as Evidence series, but in so doing sometimes loses its way. There are good accounts of social and military life in town and country, with useful gobbets from all the best classical authors, a wealth of photographs and colourful reconstructions. Pompeii appears time and again, very usefully; and there are glances at outposts of empire like Masada and Wroxeter. But the introductory pages on evidence are scrappy, and the perfunctory attempt at narrative history is disappointing.

Mike Corbishley seems scared to tell a good story and use it to uncover character and motive. Romulus and Remus are rather pointlessly thrown in, but there is scarce a glimpse of the city itself or of how, why and with what results it conquered the world. Come the 1st century and we are told that "the rich and powerful destroyed this democratic republic," though rather confusingly it seems that some aristocrats led by a faceless Marcus Brutus did for Caesar. Sometimes, too, the illustrations or their captions let you down: compare this version of Pompeii's baths with that in the team's earlier book, or play "spot the howler" with the jacket's scene of everyday life on the Appian Way. A useful and attractive book for the reference shelf, but it suffers from flaws and it won't give you all you need to know about Rome.

The British Museum's activity books are fun. You really can work out for yourself how Stonehenge looked in Neolithic days; and then, totally different, in its great Bronze Age reconstruction. You can calculate how many denarii Pallas the slave needs for his shopping trip. The snag is that these activities cannot last long; a few weeks of pleasant learning and the books are filled and finished with.

There is always the joy of hunting the Romans on the ground. Schools trample in their thousands over Fishbourne or Vindolanda, but not so many go in search of the Antonine Wall, and if they do they may find it elusive or disappointing. Anne Johnstone's gossipy, well-illustrated guide will help you find the remains of what was, for 20 years or so, Rome's North-West frontier. Often, Antonine turns out to be an untidy ditch, choked with rubbish, a poor relation of Hadrian, striding magnificently over the fells. But it is one of the places where you can make direct contact with those fascinating empire-builders.

**Tom Corfe**



**The remains of the Temple of Apollo in Pompeii. From See Inside A Roman Town, one of a six-title series for 8 to 12-year-olds edited by R J Unstead which takes a behind-the-scenes look at life in the ancient world, using colour maps, photographs and cut-away diagrams (Kingfisher Books £1.95 each).**

# Broad sweeps

**Conflict in the 20th Century: The Second World War. By Charles Messenger. 086313 389 4. Southeast Asia from 1945. By Ian Beckett. 0 86313 486 6.**
Franklin Watts £6.95 each.
**Flashpoints: The Arab-Israeli Issue. By Paul Harper. 0 85078 710 6. £5.50. The Suez Crisis. By Paul Harper. 0 85078 776 9. £5.75. The Irish Question. By James Hewitt. 0 85078 777 7. £5.75. The Vietnam War. By Richard Edwards. 0 85078 711. £5.50.**
Wayland.

I freely confess to a personal bias against the "blood and guts" type of history displayed strongly in the two Conflict books from Franklin Watts. But, even allowing for this dislike, I feel these books have little to offer their target readership that similar books have not already covered. In their favour let it be said that they are wonderfully illustrated and each has a useful chronology and reference section at the back. But apart from the occasional accidental reference to individuals' feelings and personalities, a paragraph on the boat people in South East Asia, for example, and a few notes on personalities at the back of *The Second World War*, the books deal almost entirely with broad sweeps and generalizations of history, with strategies of battles and details of military campaigns.

There is nothing wrong with this of course except that it gives a very narrow interpretation of what the series purports to be about: "conflict". Conflict in the 20th century was often as much to do with personalities and will-powers as it was to do with broad historical generalizations, aims or battle tactics. Surely, for example, the psychological conflict between Paulus and Gudarian at Stalingrad and behind them the even greater clash of wills between Hitler and Stalin had as much to do with the outcome of the battle as the tactics that were used. The author of this account apparently does not think so. The books are attractive to browse through and will tempt readers to dip in; but little more I fear.

Wayland's Flashpoints deal with their subjects much more sensitively. Each book focuses on a crisis in post war history, examines how it evolved and how it was resolved (or not resolved in the cases of *The Arab-Israeli Dispute* and *The Irish Question*) and its influence on world affairs. The content is thorough in all cases and each book is well illustrated with photographs and maps. The authors make conscious efforts to avoid displaying bias but quite naturally they find objectivity impossible to achieve. I detect a hint of disapproval of Britain's role in *The Suez Crisis*, sympathy for the Arab nations in *The Arab-Israeli Dispute*, scorn for the Americans in *The Vietnam War* and frustration at the lack of success of British governments' policies in Ireland summed up by the following passage from page 69: "Internment without trial, the civilian deaths on Bloody Sunday, the destruction by Loyalists of the attempt to run a power-sharing executive, the hunger-strike deaths, the years of failure to find a political concensus, distrust of the security forces and failure to identify with them, mass convictions of republicans on the evidence of supergrasses, higher rates of unemployment among Catholics: these and other complaints and resentments fed alienation and support for Sinn Fein."

The other books deal equally thoroughly with their topics even with policies that turned out not to be successful. Page 41 of *The Vietnam War* explains for instance that: "Bridges would be bombed and rebuilt continuously. . . The bombings served only to increase the Vietnamese's hostility to the Americans and they continued to make elaborate preparations to make sure that supplies continued to the South."

It remains only to say that Flashpoints is a well-researched and presented series and even at £5.50 or £5.75, the books are worth buying as resource material.

**Larry Hartley**

ARTS



# Waves, waves

**Inspecteur Lavardin (15).**
**Chelsea Cinema, King's Road.**
**The First New Wave.**
**National Film Theatre, South Bank.**

Jean Poiret made his first appearance as Lavardin in Claude Chabrol's *Cop au Vin*, released last year, and *Inspecteur Lavardin* is the sequel. The setting, the character and the theme are the same. Lavardin arrives to investigate one of those crimes that occur behind the genteel shutters of upper middle-class homes in the French provinces. Cynical, not particular about police procedure, he begins to expose the passions that lie just beneath the surface and, when he has arrived at the truth, ensures both that justice is done and that it is not seen to be done: as in the previous film, the guilty party is not the actual perpetrator of this crime.

Chabrol can be excused for repeating himself. The character of the inspector and the improbable circumstances that allow him to exercise his own version of justice, are pretexts for uncovering hypocrisy and exploring guilt. *Inspecteur Lavardin* is enjoyable at every level: well-made, well-acted and well-written.

The exposure of the murder victim, a Catholic writer who obliges his family to say grace at every meal, is predictable, but the family includes a notable eccentric, whose hobby is making glass eyes, and there are passages of comedy and drama, as well as a nice study of wealthy bourgeoisie on the north Breton coast. The intensity and menace of the director's earlier work are lacking, but if the inspector proves anything, it is that Chabrol has not exhausted the potential of this character, let alone of the genre.

The season of French films of the Twenties, organized by John Gillet, Kevin Brownlow and Richard Abel, promises to be one of the most absorbing that the NFT has given for some time. It includes several films which are of crucial importance for cinema history and for an understanding of French society and politics between the wars: Marcel L'Herbier's updated adaptation of Zola's novel *L'Argent* (January 25), for example, or the silent version of Léon Poirier's *Verdun, visions d'histoire* (January 27).

The conventional view of French films of this period, beside Soviet and German cinema, is that they fall into two opposing categories: the self-consciously experimental and the crassly commercial. At first glance, the selection at the NFT seems to provide examples of both types, from the serial *cinéroman* by René Leprince, *Fanfan-la-Tulipe* (January 29), or the comedies of Max Linder (January 21), to the work of Alberto Cavalcanti (January 20) and the final programme of films on films (January 29). But there is more to it than that. Some great directors of the following decade can be seen here and their early work reassessed. Renoir's *Le Tournoi* (January 23), which Roy Armes describes in his book *French Cinema* as "totally conventional in thought, staging and performances", is unlikely to be dismissed in those terms by anyone who sees it in the version at the NFT, newly restored to its proper length.

There are also rare opportunities to see René Clair's *Les Deux Timides* (January 9), Jacques Feyder's *Carmen* (January 15) and Jean Grémillon's *Gardiens de phare* (January 23), the last a melodrama, on a theme characteristic of a director consistently thwarted in his attempts to make the masterpiece that was clearly within his capabilities. In short, this season and the one to follow in April will give plenty of opportunities for enjoyment, as well as for re-evaluation.

**Robin Buss**

*Above: Brigitte Helm in* L'Argent

Television

# Ready-on-your-buttons

There may be a tendency to remove it from school sports, but there is still plenty of competition elsewhere, notably on the box. And, in most cases, you are left in no doubt which qualities are rewarded. From the well-established **Blockbusters** (ITV, most weekdays) to the new season of **Catchphrase** (ITV, from January 4), speed on the button wins the compact disc player or the holiday of a lifetime. **Mastermind** (BBC1, from January 4) has greater intellectual pretentions. It comes to you from the University of Somewhere, there are no three-piece suites or cash prizes for the winners and it involves answering questions on Hungarian history or the life and works of Ben Jonson. There is not even a computer. But don't be fooled. It is not real knowledge that counts, but reducing the time between input and output. Only the formula and the cut glass trophy pretend otherwise.

Presentation is all important. In *Blockbusters*, a mindless exercise (answering questions like: "What *R* is the capital of Italy?") is turned into an addictive game by balancing two players against one, and by the personalities of the teenage participants, intense, boisterous, shy, bubbly. Bob Holness asks the questions and has a way of putting down those who try on such well-worn jokes as "I'd like to go for a *P*, Bob". Faintly schoolmasterish, he also has a sarcastic laugh for wrong answers and seems to relish the cliffhanger on which the programme invariably ends.

Holness, like Magnus Magnusson, usually effaces himself behind the questions. Other presenters (Bruce Forsyth, Bob Monkhouse) play a more active role. Monkhouse *(Bob's Full House*, BBC1, Saturdays) comes across as an essentially pleasant man telling essentially unpleasant jokes: suggestive jokes, Irish jokes, mother-in-law jokes, wife jokes ("I gave the wife a parrot in 1972, but we don't know if it talks yet; it can't get a word in edgeways"). There is not much originality, either, in the repertoire of game shows: ITV's *The Newlywed Game* (from January 2), where couples have to answer questions on each other ("Whose husband was tied naked to the railings in someone else's stag night?"), appeals to much the same instincts as several others, now defunct, principally the hope that someone will go too far. Since the programmes are pre-recorded, they never do.

The ideal competitor in the ready-on-your-buttons show would be a properly programmed computer, preferably one supplied by the Open University for *Mastermind*, and a suitably modified amusement arcade model for *Catchphrase*. The ideal competitor for *The World's Strongest Man* (BBC1, December 31) is surely an overweight bulldozer. At least, the ability to pull trucks and overturn cars could have some application in the real world, while speed in disgorging facts about BBC radio comedy, 1947–1967, would be considered by most people an unnecessary encumbrance in life's great struggles.

The difference between exploring the contents of a read-only memory and a test of real judgement were illustrated in *Crisis!* (BBC1, January 4), which confronted four politicians, Francis Pym, Roy Jenkins and Gerald Kaufman, with a simulated hijack situation and asked them, with the help of military and legal advisers, to resolve it as it developed. The dramatized news broadcasts and other simulations were above average for this type of programme and there were no neat conclusions; in fact, it ended in a convincing mess which seemed, none the less, to be the best outcome one could expect. Afterwards, the participants agreed that in reality the situation would be more complex and Francis Pym remarked that there would be more time for making decisions. After all, they had to conform to the requirements of the medium.

If I ever win the holiday of a lifetime, I hope I can spend it with **Clive James on Safari** (ITV, January 3), rather than **On the Piste** (BBC1, January 2). While **Clive James on Television** (ITV, December 28) is becoming a bore, he is entertaining and informative when they send him abroad to look at the Paris fashion shows or to search for big game in Kenya, funny, perceptive and, in this case, genuinely scared by the nearness of a lion which had no intention of becoming the butt of the James wit. As for *On the Piste*, it followed some British tourists, *avant-pendant-* and *après-ski*, and left you with a firm conclusion: on this evidence, *jamals*.

**Robin Buss**

# Jazzmatazz

**Jazz Night**
**BBC2, January 2.**

Well at least the BBC took on board some of the advice I offered them after last year's *Jazz Week*. They did, for instance, include a Loose Tubes concert and we were spared the sight of presenters armed with pints of beer. Russell Davies, however, still cannot be persuaded that wearing a sweater with "Jazz" knitted on it and talking wistfully of past heroes might just possibly not be the only way of doing the job.

Saturday, the opening night of *Jazz Week*, had over six hours of jazz. It opened with the 1967 *Jazz at the Philharmonic*, featuring some of the great names for which the late Sixties were the twilight years – Teddy Wilson, Bob Cranshaw. And what a treat to see the great Louie Bellson on drums.

There followed *Loose Tubes*, a slightly anarchic and very large agglomeration of young jazz musicians of whom we are going to hear a great deal this year. Their music is inventive, varied and refreshingly relaxed by comparison with the frowing frenetic-ism which so many young groups equate with seriousness of purpose.

Freneticism aplenty was to be found in the next programme, which was the final under the tile *Jazz Sounds 86* of a competition for young bands. Why do so many young players apparently believe that it is their destiny on picking up a horn to blow the kinks out of it? Do they know nothing of subtlety, relaxation and gentleness? A case in point was Andy Sheppard, leader of a quartet from Bristol and hailed by the judges for his virtuosity. Andy played more notes in his allotted time than most players manage in a whole career. Would you buy a used soprano sax from this man? I ask myself.

Winner of the competition was the saxaphone quartet Itchy Fingers. Their success disturbed some of the judges who believed them to be a stage act rather than a band. Good bands, though, have ever been acts and this one is entirely brilliant. Watch out for more of them this year.

Came 11pm and a concert by the huge band which Charlie Watts, drummer with the Rolling Stones, puts together for special occasions. This was a real treat – all the standards from "Snapple from the Apple" to "Flying Home" thrashed out by over 30 of the best British players. Watts himself was clearly in his element and was particularly good and stylish with the brushes, which implements are presumably not too much in demand in his native group.

The night ended and Sunday began with the Swedish film, *Sven Klang's Quintet*, about a semi-pro band in the Fifties. Already half asleep with the hour, I found it difficult to disentangle this film from dreams of my own playing days. Was it Klang's lot playing the waltz for a gloomy groom and a fat bride at a wedding or was it my own long-departed trio? The ultimate mix of dream and reality came when the band leader drunkenly berating his players after a dance hall gig was approached by a small official with the words "the social democrats want you to MC their jumble sale". I was on my feet and half way to the door before I realized that it was 1958 and our social democrats had not been invented yet. What a lovely film this is, made especially authentic by actors who actually play.

Come to think of it, how do you MC a jumble sale anyway?

**Gerald Haigh**

# Ironies

**The Other Woman.**
**Spectacle Theatre, Cardiff.**

Spectacle Theatre's *The Other Woman* oscillates between farce and tragedy in its exploration of feminism and pacifism during the First World War. Set in rural Wales, the play traces how sex roles can be acceptably reversed in times of crisis, but not when normality returns.

The wife (Lynn Hunter), however, refused to accept any limitations. Having taken on a man's traditional role by running the farm alone during her husband's absence in France, she wishes to continue making the decisions when he returns. Meanwhile, her traditional duties – nursing the baby and making meals – are assumed by a man (Stuart Davies), a Conscientious Objector who is given sanctuary on the farm. His transformation into assumed womanhood is characterized by wearing a wig and a dress to avoid detection.

When the husband (Richard Locke) is invalided out of the army, he returns home to discover that the "other woman" on the farm is in fact a man and worse, a pacifist, one who supports everything which the husband detests – equality of the sexes and an unwillingness to kill. So he shoots what he considers to be a coward. Previously, the pacifist had made it clear that it took more courage not to fight than even to join the army, because of the horrendous punishments which Conscientious Objectors had to endure.

Blending irony with comedy (for example, the village bobby falls in love with the "other woman") this amusing and challenging play by Paul Swift illustrates the folly of living in a straitjacket of stereotyped roles and fixed ideas. The play is being toured to schools and community venues throughout mid-Glamorgan.

**Iola Smith**

# Team effort

**The Birth of a Child.**
**Gladestone Community School, Tottenham.**

As befitted an inner city school, Gladesmore's Christmas concert reflected the diverse cultural backgrounds of its pupils in its treatment of the Christmas theme. The choir filed in to "Mary had a baby boy", sensitively played by the school steel band, which also wound up the evening with a calypso carol. One would have liked to hear more.

The theme of birth was celebrated in tableaux and readings, the most appealing of which was a Yoruba poem, contrasted with William Blake's "Infant Joy". Carols came in every kind of idioms from old favourites to calypso and modern. Though pupils undoubtedly enjoy singing pop carols these do present problems of pitch and rhythm that can make them difficult to carry off successfully. "The Holly and the Ivy" is not really improved by an updated version with drumkit, though it was good to see the star drummer given a chance to join in. On the other hand the sixth form choir delivered the spiritual "Mary had a baby" with panache and the recorder group's Gaelic Lullaby was simply effective.

Pupil compositions included a jokey patter song from two boys making indescribable sounds with a microphone, and a wistful little duet composed by one of the older girls and performed with clear-voiced confidence by two first years. The concert was a seasonal team effort which drew as much from the community as it gave to those families and friends who came to listen.

**Philippa Davidson**



RESOURCES

**Tim Parke and Colin Russell review language publications**

# Reading matter

**J'aime écouter, Packs 3 and 4**
Teacher's book with repro masters and C40 cassette; £18 + VAT
**Service compris**
Three instalments of printed modules, three cassettes, ringbinder; annual subscription £29.50 + VAT
**Bibliobus**
Two sets of 15 readers, five answer cards, teacher's guide (4pp), £27.50 per pack
**Language magazines**
*Allons!* (beginners); *Bonjour* (older beginners); *Ça va* (intermediate); *Chez nous* (advanced); prices start from £2.60 for a subscription
**A vos marques**
Pupil's book, teacher's book and cassette, £14 + VAT
Mary Glasgow Publications Ltd, 140 Kensington Church Street, London W8 4BN.

All these publications show fairly clearly that Mary Glasgow has plenty of enthusiasm to maintain their position in the schools' modern language market. No great changes in any of them, but some useful improvements in some.

*J'aime écouter* strikes an excellent balance between sounding French and remaining comprehensible to learners in their first and second years of French. The teacher's book contains repro masters (you can photocopy as much as your allowance will permit) and a tapescript of the cassette, together with a language focus ("key language").

The listening materials are short and well paced, the activities range from ticking boxes through drawing symbols to supplying missing words. Each pack is organized around four settings, for example "travelling by train" or "at the post office". In many cases there is built-in provision for pupils to do the work with a partner.

The same voices (they could be risking over-exposure) are to be heard on the three cassettes for *Service comprix*. Unit 7 was reviewed in *The TES* in January. Units 8 and 9 demonstrate that this service has established itself in a very useful role, that of providing an outlet for many practising teachers to contribute their successful small-scale teaching ideas.

A typically imaginative example is "Incendie à l'aérodrome", the story of a fire at a restaurant. The reader sees photos of the characters concerned, and reads both background information about them and an account of what each did when the fire broke out. A range of tasks leads ultimately to producing a *compte-rendu* of the incident. Of equal value are the short articles on aspects of contemporary France, such as "quelques reines du cinoche", "la France des bulles". (One tip, to get the cassettes out of the plastic folder, lever from the sides, not from the top or bottom).

*Bibliobus* is complete with Collection B+, which gives three new titles at each of levels 6 to 10. There might be a weak link here, certainly one of the titles is visually unattractive, but the standard remains high. And the range impresses: history, adventure, personal problems (a teenager coping with his parents' separation), natural history, sci-fi and more. The recommended activities may not really measure up sometimes to the incline in reading difficulty, but it hardly seems to matter.

Pierre-Yves, tu sais bien... C'est fini entre ton père et moi. Et maintenant, nous vivons séparément C'est difficile pour toi ... je sais, mais...



From "Pierre – Yves et son secret", one in the Bibliobus series.

Mary Glasgow *Language Magazines* have been going for nearly 30 years. The four titles here are now being issued six times a year, and all include more colour pages and more authentic language material. While *Allons!* still resembles a product aimed distinctly at the foreign learner, *Chez nous* just looks like a magazine for French teenagers.

Sadly, nothing has changed in *A vos marques*. No new activities, and a great deal of English. Perhaps the latter could be justified if it were used to explain what's actually difficult about the point the authors are driving at. But the treatment of reported speech, for example, doesn't get as far as describing a principle the learners could refer to next time round. It's not in the teacher's book, either. Once more, some pleasant material on cassette, badly let down by the exploitations.

**TP**

**Lesekiste, Collection 4**
Two copies each of 30 readers, five answer cards, teacher's guide plastic library box,
Mary Glasgow Publications Ltd £50

Here is the German equivalent of *Bibliobus* – a graded reading series designed to develop, early on, extensive reading skills and to encourage the independent reading of German for pleasure. If these are the aims, then these readers, graded on five levels, do indeed offer the variety and choice necessary to stimulate enthusiasm in pupils in the first or second year of German. They range from fiction to non-fiction, from the realistic to the fantastic, from the serious to the humorous, and are presented in cartoon-strip style, (admittedly in black and white) using a number of different illustrators. Their appeal inevitably depends both on the quality of these drawings, which are on the whole good, and on the content or story-line, which is sometimes rather specific, but they are mostly of general interest and well-suited to the target age-range.

Each 12-page reader comes with a glossary of vocabulary items and phrases used, to which pupils can refer if they need help. It is vital, however, that this list is seen only as an aid rather than as an essential part of the book, since over-dependence on the vocabularly will seriously limit the pleasure derived from reading. It is important that each pupil find his or her level and achieve the balance between not being stretched and relying unduly on the glossary. If this is kept well in mind the teacher using this collection has a valuable teaching aid.

The idea of self-reliance is further enhanced by the inclusion of comprehension activities and word study games in the readers (two in each booklet) which give the pupil a sense of achievement yet remain enjoyable. Since answer cards are supplied, self-assessment by the pupil is also possible, obviating any extra work for the teacher. There is also a Teacher's Guide with a full explanation of the aims and use of *Lesekiste*, together with ideas for follow-up in the classroom, and a list of main language points and a Record Sheet, which allows the reading programme of each pupil to be monitored.

Here, then, is a mini-library of readers for use in the classroom, or for homework, or in the school library itself, which this perhaps raises another problem: to be able to use these readers effectively, more than one box is really necessary, particularly with large classes. Expense is therefore a factor which schools will have to come to terms with, if reading for pleasure is regarded as an important part of language learning. This collection is no panacea, but it will encourage pupils to read on their own – as one 13 year old boy said: "I found the book really good, it was very funny. The drawings were great and it was perfect to understand. I have just got to read another"!

**CR**

**"Das Rad", Das Rad Extra", "Schuss"**
Mary Glasgow Publications Ltd; prices start from £2.60 for a subscription

These magazines appear six times during the school year and are aimed at learners of German at different levels – *das Rad* for beginners, *Schuss* for years four and five (and *Kolter* for advanced pupils). Each copy comes with an "Arbeitsbogen" which can be photocopied, "Hinewise für den Vutericht" for the teacher, and a vocabulary list. The magazines are attractively presented (albeit on very thin paper) partly in colour, and include cartoons, photos, articles, interviews, background information on Germany, quizzes and other material suitably pitched for teenagers – and all in German! If a school can allocate money for extra reading aids, these will be of great benefit to the pupils. *das Rad Extra* is a workbook with appropriate games, puzzles, tests and activities based on one whole year's copies of *das Rad* and supplements them very well.

**CR**




From das Rad.

# notes

**GUILD EDUCATION**
Guild Education has just produced a catalogue of educational film and video programmes listing more than 2000 titles. The catalogue covers a range of subjects including science, natural history, CDT, languages, Shakespeare, social and personal education. It is free to all teachers employed in the United Kingdom.

Guild Education operates a free preview service whereby bona fide enquirers may receive a copy of a video title to preview for one day before deciding either to hire or purchase.

For readers wanting to obtain their free copy of the Guild Education catalogue, please write or telephone: Chris Wilson, Guild Education Division, Guild Sound and Vision, 6 Royce Road, Peterborough PE1 5YB. Tel: (0733) 315315 Ext 223.

**OLIVIER'S RICHARD III**
In February Trumedia are adding Laurence Olivier's 1955 film of Richard III to their "video classics" series. Starring Olivier, Claire Bloom, Ralph Richardson and John Gielgud it is available for the first time on video.

It is packaged with a specially written Trumedia Study Guide which links the film to the original text.

The complete Richard III study package (video and one set of study notes) costs £14.95 incl. p & p from Trumedia Study Oxford, Oxford Polytechnic, Lady Spencer-Churchill College, Wheatley, Oxford OX9 1HX.

**FILM FOR THE DISABLED**
Can I help you Sarah? Is the title of a new film produced by John Groom Associates showing how a group of disabled people strive to achieve independence as a normal way of life.

Rather than relying on other people to feed him, one of the group has designed his own feeding aid which he operates with his feet. Also featured is the story of Sarah, who at 19, and after spending most of life in special boarding school, has been given a flat where she can learn to live independently while knowing that support is available whenever necessary.

The video is distributed on a free loan basis by Guild Sound and Vision, 6 Royce Road, Peterborough Pe1 5YB, Tel. (0733) 315315 Ext. 230.

**COMPUTER ASSISTED LEARNING FOR THE VISUALLY HANDICAPPED**
The Research Centre for the Education of the Visually Handicapped has put together a research list for teachers of the less able visually handicapped children and adults using the BBC microcomputer. It sets out to provide some guidance on equipment and programs for the equipment and to share some ideas and materials which have been found to be useful.

The Centre invites readers to share their ideas and comments by contacting the Research Centre for the Education of the Visually Handicapped, Selly Wick House, 59 Selly Wick Road, Birmingham B29 7JE.

**NOISE**
Castle Associates of Scarborough has available an 18 page catalogue showing their range of Noise and Vibration measuring instruments. The catalogue is available from Castle Associates, Selter Road, Scarborough YO11 3UZ.

# Giants from China

**by Brian Morgan**

Wales has been well to the fore in devising innovative and entertaining ways of presenting science to schoolchildren. Cardiff's biennial "Science Weeks", with their associated annual National Science Drama Competitions, and more recently Technique, the first hands-on science centre outside London which has recently been granted an extension to its lease in the centre of Cardiff, are very popular; and are acknowledged as contributing significantly in a non-didactic way to an awareness of science.

Now a jewel of natural history collections, Dinosaurs from China, has found a home until April 1988 in Wales's National Museum.

Dr Michael Bassett, the Museum's Keeper of Geology, worked alongside the present Director of Beijing's Institute of Paleontology, Professor Chang Mee-Mann, when she was researching fish fossils in Sweden. Professor Chang admits that the groundwork to lending what she describes as the better half of her collection of specimens was prepared during tea breaks in Sweden.

Since the 1950s China has been to dinosaur fossils what the Klondyke was to gold; Professor Chang says they have so many prepared and unprepared specimens, and so little space, that she welcomes this opportunity to present the finest display of assembled dinosaur skeletons ever seen in Western Europe.

Chinese technicians have acquired marvellous skills in separating fossil bone from the matrix, and the finish of these Chinese dinosaur skeletons is a tribute to this. Visitors are encouraged to touch some of the exhibits.

The scale of Dinosaurs from China was limited only by the size of the Geology Gallery. In the event six complete, or nearly so, skeletons and a host of complementary specimens were selected and shipped.





Two antechambers and a film show prepare the visitor with a fairly gentle stroll through the natural history of dinosaurs, including the tale of Wales's own examples. A clutch of dinosaur eggs has to be the highlight of this section.

But there is nothing to prepare the visitor for the sheer scale of what follows, dominated by the largest animal ever found in Asia, Mamenchisaurus. There is a stegosaur Tuojiangosaurus, a particularly vicious carnivore Gasosaurus, and the strangest duck billed unicorn of a dinosaur, Tsintaosorus, with a built in trumpet for calling to its companions.

Ian Kane, the Museum's head of design, has devised a striking audio-visual presentation lasting nearly a quarter of an hour. Lighting effects spotlight each skeleton in turn against almost total darkness, synchronized with the commentary.

After the point has been made that dinosaurs are not the only items of interest of the mesozoic era, or the middle ages of geology, visitors are finally guided away from the main gallery, towards the special dinosaur souvenir shop, through an underground gallery featuring contemporary displays of marine fossils from the department's own collection.

School children in organized parties are given a 30-minute introductory talk before beginning their visit to the gallery.

Another little gem of a touring exhibition, Mr Wood's Fossils, is at the Museum until February 1, 1987. This tells the story of the conversion of former seaman, and latterly a successful insurance salesman, Stanley Purdie Wood to Scottish paleontology enthusiast.

From 1971, at first as an amateur, Wood attracted such academic regard that he was able to gain work in the institutions, and later take his Open University degree, collecting the Geological Society's R H Worth Prize in the process.

Mr Wood's Fossils covers the geological period immediately before the main exhibition, during which early fishes and amphibious ancestors of the dinosaurs flourished. Through video film and displays of actual equipment used to prepare specimens, which are shown partly revealed, this mini-exhibition conveys the infectious enthusiasm of one man and his fossils.

If you miss Mr Wood in Cardiff, catch him later in Leicester, Newcastle or Sheffield, until July 1987, and then in Scotland.



MEDIA

# Continuing daily life

## Robin Buss on 'Citizen 2000'

**Citizens 2000**
C4
Jan. 12, 19 and 26, 18.00

The 18 children whose development is being followed in *Citizen 2000* reached the age of four in 1986 and are already producing some excellent stories for a documentary series flexible enough to adapt to them. The final programme in this group of three generalizes its findings on the four year-olds, especially their acquisition of language, and the second, on January 19, discusses the role of the fathers; but Programme 1 contains two individual portraits: of Khalid, the son of a Somali couple in Liverpool, and Rachel, the daughter of a taxi driver from Ilford. Khalid has just spend seven months with his mother's family in Kenya, leaving his father behind in Britain.

The brief travelogue fills out the family's Muslim background and points to the supportive role of grandparents in sharing the burden of bringing up young children. When Fatima has to decide to return to Toxteth, she is giving up more than just the idyllic landscape of Lake Victoria.

Rachael has had a difficult year, adjusting to the death of her younger brother. The programme considers the general question of how a child can be helped to cope with bereavement, but it also particularizes. From the incidentals (Rachael learning about Passover, ironing with her mother, going to the hairdresser) we are asked to see the death of the baby in the context of continuing daily life, emphasized by the revelation at the end that Paula is expecting another child in April. Each part in the series is contrived to tell a story, but one that it dictated by reality. Where it succeeds best, is in capturing the actual texture of family life.

"I'm old-fashioned . . . she does the kids." This father, to judge by Part 2 (Jan. 19), is the exception, less because of the part he plays in bringing up his children, than because of his willingness to admit it. "The picture is one of confusion, concludes sociologist Lorna McKee, in one of her marginal interventions. "The sociologists was confused . . . I'm even more confused after listening to you lot", remarks of the fathers in the debate that follows.

There is embarrassment as well as confusion: nobody wants to proclaim publicly what may be interpreted as reactionary sentiments. In "Fathers", the liberals make the running. Conscientiously insisting that Mummy's work is just as important as Daddy's, they would willingly become housepersons, if society and their wives would let them. Perhaps they need their own group of male suffragettes to assert their right to the nappies and the washing up? As this point, two previously unnoticed fathers intervene, from different ends of the social scale. "This discussion's been a bit over my head," says the Welsh hill farmer, supported by the spokesman for the upper middle class: "I want my daughters to be daughters . . . I want my sons to grow up to be men." And when they do, this film will be a telling record of changing social attitudes.





*The Diary of Anne Frank which began on Sunday on BBC1 marks the 40th anniversary of the unique diaries which tell the story of a family's desperate attempt to survive the World War II holocaust.*

*Thirteen-year-old Anne Frank, together with her parents, her sister and four other people went into hiding in the sealed off back room of an Amsterdam office building in July 1942 when the Nazis intensified their persecution of the Jews.*

*The story is in four parts and is dramatized by Elaine Morgan.*

*Katherine Schlesinger (left) males her television debut as Anne and Emrys James plays her father.*

# City streets

## by Uma Ram Nath

**Schools Television**
**Finding Out**
From January 20 Tuesdays 9.30–9.45; Wed 10.16–10.31.

ITV's *Finding out* starts this Spring term on January 20 with five new programmes on the City Street. These are project-based programmes for juniors, filmed on location in North London which are intended to make children take a closer look at the urban environment.

The first programme looks at different people in a typical city street and is presented in verse and mime by an actor performing for an audience of school children. Peter Cutts uses minimal props and switches accessories, voices, and background music to depict the delicatessen owner, the sweetshop man and other traders; he complains about the crabby old man and the local bully (who turns out to be a girl) – all familiar characters for the urban child.

The backdrop – painted bricks and radiators in a school hall, is bleak, but otherwise this is a good start to the series. In programme two a class of pupils records interviews with people working in another street and the third and fourth programmes deal with learning to draw maps of an area and looking at buildings. The architecture chosen is not particularly distinguished but the idea is to trace the cultural influences that lead to certain features of façade and design becoming popular. The final programme looks at how a city environment can be polluted in terms of litter, the emphasis being on what children can do themselves.

The remaining five programmes for the spring term are repeats: two are on Industry and the North, Eyam village, the scene of bubonic plague in 1665 is next and the final two are based on animals filmed at Gerald Durrell's zoo.

The Summer term series, commencing April 28 has a set of five new slots on City Wildlife followed by three repeat programmes on Volcanoes. There is an imaginatively written set of teacher's notes for the series. Apart from programme outlines, it has well chosen pointers for classroom work. Price £1.90.

There is also a pack of four A6-size, mini-books. Subjects: people working in the street, maps, cats and Eyam. Price £1.00. All available from your local ITV company.

# Jewish festival

## by Alan S Brown

**VIDEO**
**Pesah – The Jewish Festival of Passover**
ILEA Videocassette Learning Resources Branch
VHS, 24 mins.

This video uses the festival of Pesah to explain something of the history and development of the Jewish people. The Seder meal is celebrated in the home of as Jewish family in Toxteth, Liverpool, but library footage is included of Jews sailing to Israel in 1948 and of the Ethiopian Jewish community. So while the festival of Pesah is the focus, the video does include many other aspects of Judaism.

Clive Lawton leads the viewer through the Seder meal in a manner familiar to those who have shared in his simulations of the festival. His explanations are clear, lucid and he appears to be at ease in front of the camera.

Some things were distracting though. The camera seemed to dwell for a long time in the bakery and on individual faces when it might have dallied longer on the table and the Seder plate. Parts of the video appeard very dark, producing a rather odd atmosphere in the Lawton's room. Perhaps space prohibited a wide shot of people around the table, but the camera suggested a collection of individuals rather than a unified group sharing a meal.

Twenty four minutes does not seem long but the material would have been better edited into two separate but complementary sections, one dealing specifically with Pesah, the other looking at the broad development of Judaism which related to it. As it is, Pesah was interwoven with much other information about Judaism where a shorter more succint visual guide might have been more helpful to teachers and students.

Technically there is much scope for improvement and there are other videos of the Seder meal and on Judaism available which teachers may feel give a sharper focus necessary in the classroom.

# briefings radio & t v

## For schools

**SOUNDS INVENTIVE**
**(Monday–Friday, 11.00 VHF)**
A new series giving upper secondary pupils the chance to create, perform and listen to sounds provided by synthesisers, computers, acoustic and electronic instruments and the human voice.

**QUEST**
**(Monday–Friday, 11.20 VHF4)**
A study of three systems of belief which are becoming more widespread in Britain today. Two radiovision programmes present the lives of Hindus, Sikhs and Moslems for lower secondary children.

**LA PAROLE AUX JEUNES**
**(Monday, Tuesday, 14.00 VHF4)**
In "Je voudrais savoir" French teenagers talk about their lives and interests; "Nos deux pays" draws comparisons between France and England and introduces French idioms and regional accents.

**BOOKS, PLAYS, POEMS**
**(Monday–Friday, 14.30 VHF4)**
The unit "modern Drama and Poetry" offers an adaptation of Robert Bolt's "A Man for all Seasons" and a selection of modern poems chosen from those set at O level.

**A PROPOS**
**(Wednesday–Friday, 14.00 VHF4)**
A mixture of short interviews, sketches and items about France presented in the style of a radio programme, aim to help students with the vocabulary and structures necessary for the GCSE exam.

## Continuing education and general interest

**MONEYSPINNER**
**(Saturday, 9.50, Tuesday, 20.30 C4)**
A new series of travelling 'Money clinics' beigns in Middlesborough with advice on how to save with a growing famly. On Tuesday advisers in Edinburgh look at ways of investing redundancy pay.

**A START IN LIFE**
**(Saturday, 20.45 R3)**
Colin Tudge reports from a meeting of the International Society for the Study of the Origin of Life on the latest theories on the way living organisms developed.

**THE NATURAL WORLD**
**(Sunday, BBC2)**
"A wilderness like Eden" explores the natural history of the Bible Lands. Peter France offers an explanation of the burning bush and Noah's Flood.

**STATE OF THE ART**
**(Sunday, 20.15 C4)**
A six-part documentary on the visual arts in the 1980s and the way it reflects the world in which we live. This week's theme "History" features the work and ideas of four artists wh try to make sense of the modern world through looking at the past.

**CITIZEN 2000**
**(Monday, 18.00 C4)**
Another episode in this long-term project which charts the progress of 18 children who will attain their majority in the year 2000, follows two children through a difficult year. (See review).

**INDELIBLE EVIDENCE**
**(Friday, 21.00 BBC2)**
A look at six cases of murder where forensic science played a vital role in bringing the murderer to justice.



# Classified Advertisements

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# Nursery Education

## Headships

**BERKSHIRE**
RE ADVERTISEMENT
NEW BRIDGE NURSERY SCHOOL
Montague Street, Caversham, Reading
N.O.R.: 60 F/T places + 10 in the particially hearing unit
Required April 1987, Headteacher (Group 2)
Application forms and further details from The Director of Education (ES/86), Shire Hall, Shinfield Park, Reading RG2 9XE. SAE please.
Previous applicants need not reapply.
Closing date: 23rd January 1984.
An Equal Opportunity employer. (37051) 100010

**HERTFORDSHIRE**
HERTFORDSHIRE COLLEGE OF HIGHER EDUCATION
Nursery Unit, Wall Hall, Aldenham, Watford WD2 8AT
Tel: Radlett 7515
Applications are invited from suitably qualified and experienced teachers for the HEADSHIP of this Group 1 Nursery Unit from April 1987.
London fringe allowance £282. Visits welcomed.
Application form and further details from the Divisional Education Officer (s.a.e. please) Little Cassiobury, 31 Hempstead Road, Watford WD1 3EY, to be returned by 23rd January 1987. (45844) 100010

**OXFORDSHIRE**
COUNTY COUNCIL
BARTLEMAS NURSERY SCHOOL
Oxford
Applications are invited from suitably qualified teachers committed to multi-cultural education and parental involvement for the Headship of this Group 1 Nursery School. County Council creche facilities available.
Application forms and further details available from the Chief Education Officer (ref BT), Macclesfield House, New Road, Oxford OX1 1NA to be returned within 14 days of this advertisement. SAE essential.
An Equal Opportunity Employer. (37917) 100010

## Deputy Headships Second Masters/ Mistresses

**EAST SUSSEX**
WHITEHOUSE NURSERY SCHOOL
149 Ladies Mile Road, Patcham, Brighton BN1 8TB
Roll: 120 part-time
From April 1987: Deputy Head Teacher (Group 2). A lively, enthusiastic, experienced Nursery Teacher, used to working with a team of Nursery Nurses. To take responsibility for Nursery Nurse Training within the school.
Relocation grants in approved cases.
Application forms (sae please) from the County Education Officer, P.O. Box 4, County Hall, St Anne's Crescent, Lewes BN7 1SG to be returned to the Head Teacher by January 23rd. (45871) 100012

## Other Appointments

**BUCKINGHAMSHIRE**
COUNTY COUNCIL
WYCOMBE AREA
Equal Opportunity Employer
Required for April, or as soon as possible, a teacher to work with ethnic minority children in Nursery Schools, as a member of the Multi-Cultural Support team. A knowledge of Urdu/Punjabi would be an advantage. Scale 2 for a suitably qualified applicant. This is a peripatetic post and a car owner is essential.
Application forms and further details available from the Education Officer, Thame House, Castle Street, High Wycombe. Closing date 23rd January, 1987. (37604) 100026

**DEVON**
COUNTY COUNCIL
Please see display advertisement on Page 53. (37389) 100026

**HERTFORDSHIRE**
MURIEL GREEN NURSERY SCHOOL
6 Lemsford Road, St. Albans, Herts.
Group 2
Experienced Nursery School teacher required as soon as possible. Scale 1. Knowledge of under fives essential and an interest in children with Special Needs desirable.
Applications in writing to Miss J.N. Rice, Headmistress with names and addresses of two referees. Visits welcomed by appointment. Tel: St. Albans 51178. (37197) 100026

**HERTFORDSHIRE**
NEVELLS ROAD NURSERY SCHOOL
Nevells Road, Letchworth, Herts. SG6 4TS
Tel: Letchworth (0462) 684813
Head: Mrs. M.J. Flowers
NURSERY TEACHER (Scale 1)
Required from Easter 1987. Visits to the school are welcome, please telephone first.
Applications in writing to the Headteacher enclosing s.a.e. please). (37168) 100026

**LONDON**
CORAM CHILDREN'S CENTRE
The Thomas Coram Foundation Children's Centre, which is currently registered for 100 children, combines the activities of a day nursery, playgroup and nursery school. It also provides an integrated health, education and social welfare service and active participation by parents is encouraged.
We have an immediate vacancy for a Nursery Teacher who would like the challenging opportunity of working in an exciting pre-school venture. Applicants must be qualified teachers who have successfully completed a period of probation in a maintained school, and who have a minimum of three years' relevant teaching experience.
Burnham salary. Further details and application form may be obtained from Miss R. Marchant, Coram Children's Centre, 41 Brunswick Square, London WC1N 1AZ. (Tel: 01-278 2424, Ext: 233.) (37200) 100026

**RICHMOND UPON THAMES**
LONDON BOROUGH OF RICHMOND UPON THAMES
(An equal opportunity employer)
WINDHAM NURSERY SCHOOL
Windham Road, Richmond, Surrey TW9 2HP
Tel: 01-940 3765
Required from April 1987 or earlier, a resourceful and enthusiastic teacher, Scale 1 plus Outer London Allowance £726, with nursery training and experience to share in the general curriculum development and programme planning for children with special eductional needs in this 39 place school.
Visits to the school are welcome by appointment with the Headteacher.
Forms and further details (foolscap s.a.e.) from Director of Education, Regal House, London Road, Twickenham TW1 3QB, returnable to the Headteacher at the school by Friday 23rd January 1987. (45873) 100026

# Primary School Education

## Headships

**BARNET**
LONDON BOROUGH
REQUIRED APRIL, 1987
WESSEX GARDENS JUNIOR SCHOOL
Wessex Gardens, Golders Green, NW11 9RR
Roll: 119
HEAD TEACHER - GROUP 3
Applications are invited from suitably qualified and experienced teachers.
Removal expenses and separation allowance available.
Application forms and further details (s.a.e.) obtainable from and returnable to the Director of Educational Services, Town Hall, Friern Barnet N11 3DL by 23rd January 1987. (37400) 110010

# Headships

Applications are invited from suitably qualified and experienced teachers for the Headships of the following schools:-

**Sir Robert Hitcham's C of E Aided Primary School, Debenham**

*Group 3 Ages: 5-11 Number on roll: 159*
(Re-advertisement)

The school is situated in the large village of Debenham in the Mid Suffolk District of the County and serves a rural catchment area.

Communicant member of the Church of England preferred.

Previous applicants who wish to have their applications re-considered must please write to this effect.

**Beck Row County Primary School, Mildenhall**

*Group 3 Ages: 5-9 Number on roll: 120*

This rural five class primary school is situated to the north of the market town of Mildenhall, fifteen miles from Bury St. Edmunds.

**Dale Hall County Primary School, Ipswich**

*Group 6 Ages: 5-11 Number on roll: 345*

The school is accommodated in modern buildings and serves a residential area of north Ipswich.

The appointments for the above posts will date from either the beginning of the Summer Term or Autumn Term 1987.

**Further details and application forms are available from the County Education Officer, St Andrew House, County Hall, Ipswich IP4 1LJ, (SAE please), and completed forms should be returned by 23rd January 1987.** (00519)

**Suffolk County Council**

# Wiltshire

*AN EQUAL OPPORTUNITY EMPLOYER*

## PRIMARY EDUCATION

## HEADTEACHER POSTS

**Walter Powell C.E. (Aided) Primary School, Great Somerford, Near Chippenham, SN15 5HS. Group 2 N.O.R. 86**

Required from April 1987, following the appointment of Mr. P. Woodcock to another post in the County. This is a modern village school in pleasant surroundings with a thriving community. The Governors particularly seek a well experienced teacher and a committed member of the Church of England, who will develop further the links between the school and the Church.

Applications and further details from the Chief Education Officer (Reference STT/6/GM) Education Department, County Hall, Trowbridge, Wiltshire, BA14 8JB (S.A.E. please). Closing date 16th January 1987.

**Holy Family R.C. Infant School, Marlowe Avenue, Swindon SN3 2PS. N.O.R. January 1987–151**

Required for September 1987. Applications are invited from committed Catholics for this Headship vacancy following retirement of Head Teacher. The Governors are seeking a candidate with good management skills, wide teaching experience and a good knowledge of current curriculum development. Application forms and further details (S.A.E.) are available from the Chief Education Officer (Ref PJK), Area Education Office, Sanford House, Sanford Street, Swindon, SN2 1QH. Completed application forms to be returned to the Correspondent to the Governors, Holy Family Presbytery, Marlowe Avenue, Swindon, SN3 2PT, no later than Tuesday, 27th January, 1987.

## DEPUTY HEADTEACHER POSTS

**Southroom County Infants School, The Green, Devizes, SN10 5AA. Group 4 N.O.R. 190**

DEPUTY HEAD required from April 1987. Suitably experienced teachers are invited to apply.

Application form and further details (SAE please) from and returnable to the Head Teacher by 23rd January, 1987.

**Southbroom County Infants School, The Green, Devizes, SN10 5AA Group 4 N.O.R. 190**

DEPUTY HEAD required from April 1987. Suitably experienced teachers are invited to apply.

Application form and further details (SAE please) from and returnable to the Head Teacher by 23rd January, 1987.

## SCALE 1 POST

**Clarendon County Infants School, Tidworth, Hants., SP9 7QD. Group 5 N.O.R. 265**

Required for Summer Term 1987, a teacher for infants with interest in Science and Computer Work.

Written letter of application, stating age, giving particulars of education, training and experience, also the names and addresses of 2 referees to be sent to the Headmistress by 19th January, 1987.

## SPECIAL EDUCATION DEPUTY HEADTEACHER POST

**Middlefield School Chippenham Group 4(S) N.O.R. c.50.**

**Head: Mrs. E.E. Weston**

**Appointment of Deputy Head**

Required for April, 1987, or as soon as possible thereafter, DEPUTY HEAD for this Day Special School for pupils aged 2 - 18 years, with severe learning difficulties.

Relative training and experience essential. Teaching and other responsibilities will be decided in the light of successful candidate's interests and skills.

For further details and application form from the Head Teacher Middlefield School, Hungerdown Lane, Chippenham, SN14 0JP. Closing date - 30th January 1987.

## SCALE 1 POSTS

**Woodlands County First School, Winding Way, Salisbury SP2 9DY. Group 3 N.O.R., 108**

Required from April 1987 an enthusiastic, experienced Infant Teacher to work within a First School Special Education Unit teaching children with learning difficulties. A sympathetic understanding of the needs of these children is essential as is the ability to work closely with colleagues towards a policy for integration. An ability to develop music throughout the school would be an advantage.

Application form and further details (SAE please) from and returnable to the Head Teacher by the 23rd January.

**Exeter House Special School, Friary Lane, Salisbury SP1 2HA. N.O.R. 50**

Required for April 1987 a Scale 1 + Special Schools Allowance, teacher for a group of children in the age range 3½ - 6½ years but will also be expected to work elsewhere in the school as required.

Application form and further details from and returnable to the Headmaster by 23rd January, 1987.

(11743)

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## PRIMARY HEADSHIPS

continued

**BERKSHIRE**

ST. NICHOLAS CE PRIMARY SCHOOL
School Road, Hurst, Reading NOR: 85 (approx.)
Required April 1987 Headteacher (Group 3).
Application forms and further details from the Director of Education (EO/88), Shire Hall, Shinfield Park, Reading RG2 9XE (SAE please).
Closing Date: 28th January 1987.
An Equal Opportunity Employer. (45887) 110010

**BUCKINGHAMSHIRE**

COUNTY COUNCIL
Equal Opportunity Employer
BROUGHTON COUNTY FIRST SCHOOL
Narbeth Drive, Aylesbury, Bucks.
Applications are invited from suitably qualified and experienced teachers for the HEADSHIP of this school from September 1987.
Group: 4
Present Roll: 186 pupils aged 5-8.
Assistance with removal expenses is given in approved cases.
Application form and further details (s.a.e.) from, and to be returned to, Education Officer, Aylesbury Vale Area Education Office, Exchange Street, Aylesbury, Bucks. HP20 1UH.
Closing Date: 23 January 1987. (37613) 110010

**BUCKINGHAMSHIRE**

MILTON KEYNES AREA
Equal Opportunity Employer
FORTFIELDS COUNTY FIRST SCHOOL
Westbury Lane, Newport Pagnell MK16 8PS
HEADSHIP - Group 5
Due to the retirement of the present Head, applications are invited for the Headship of this established First School catering for the five to eight age range, located in the thriving town of Newport Pagnell, just outside the city of Milton Keynes.
Close links exist between the First and Middle Schools as these were originally part of a combined school.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Application forms and further details are available from the Education Officer, J.A. Gilmever, B.Sc., M.Ed., at the Milton Keynes Area Education Office, 1 Witan Gate East, Central Milton Keynes MK9 2BE, on receipt of a foolscap, stamped addressed envelope. (37814) 110010

**BURY**

METROPOLITAN BOROUGH OF BURY

AN EQUAL OPPORTUNITY EMPLOYER

EDUCATION DEPARTMENT

HEAD TEACHER (GROUP 4)

Required for 1st September 1987 at St. Michael's R.C. Primary School, Ribble Drive, Whitefield, Manchester M25 6WJ.

Application forms obtainable from the Director of Education, Education Office, Athenaeum House, Market Street, Bury BL9 0BW (Tel: 061-705 5619) and returnable to Father Hughes, Chairman of Governors, St. Michael's Presbytery, Albert Road, Whitefield, Manchester by Saturday, 31st January 1987. (35913) 110010

**CAMBRIDGESHIRE**

(Equal Opportunity Employer)
MORLEY MEMORIAL PRIMARY SCHOOL
Required from Easter, HEADTEACHER, Group 5.
Application form and further details from Senior Area Education Officer, Castle Court, Shire Hall, Cambridge CB3 0AP (foolscap SAE please) returnable by 3rd February. (46546) 110010

**CUMBRIA**

COUNTY COUNCIL

MILBURN SCHOOL
Milburn, Penrith CA10 1TN

County Mixed 4-11, nor 18

HEADTEACHER

Required Easter 1987 for this Group 1 school.

Applications invited from suitably qualified and experienced teachers.

Application forms and further particulars from Director of Education, 5 Portland Square, Carlisle CA1 1PU (sae please), returnable by 23.1.87. (37695) 110010

**CUMBRIA**

COUNTY COUNCIL

ORMSGILL JUNIOR SCHOOL
Millbank, Barrow-in-Furness LA14 4AR

County mixed 7-11, nor 158

HEADTEACHER

Required Easter 1987 for this Group 4 school.

Applications invited from suitably qualified and experienced teachers.

Application forms and further particulars from Director of Education, 5 Portland Square, Carlisle CA1 1PU (sae please), returnable by 23.1.87. (37626) 110010

**DEVON**

COUNTY COUNCIL
Please see display advertisement on Page 53. (37577) 110010

**EAST SUSSEX**

ALDRINGTON C.E. (AIDED) INFANT SCHOOL
Portland Road, Hove BN3 5QJ
From Easter 1987: Nursery teacher (Group 2). A commitment to Christian education is required for this Group 2 infant school. Relocation grants in approved cases.
Application forms and details (s.a.e. please) from and returnable to the County Education Officer, P.O. Box 4, County Hall, St. Anne's Crescent, Lewes BN7 1SG. Closing date: January 23. (37215) 110010

**EAST SUSSEX**

WHITEHAWK COUNTY INFANT SCHOOL
Whitehawk Road, Brighton BN2 5JL
From September 1987: Nursery teacher for this Group 4 infant School.
Relocation grants in approved cases.
Application forms and details (sae please) from and returnable to the County Education Officer, P.O. Box 4, County Hall, St. Anne's Crescent, Lewes BN7 1SG. Closing date: January 23rd. (37216) 110010

**EAST SUSSEX**

WADHURST C.E. SCHOOL
Sparrows Green, Wadhurst TN5 6SR
From September 1987: Headteacher for this Group 5 school.
Relocation grants in approved cases.
Application forms and details (sae please) from and returnable to the County Education Officer, PO Box 4, County Hall, St. Anne Crescent, Lewes BN7 1SG. Closing date: January 23. (37688) 110010

**EAST SUSSEX**

WHITEHILL COUNTY INFANTS SCHOOL
Whitehill, Crowborough TN6 1BD
From September 1987: Headteacher for this Group 4 Infants School.
Relocation grants in approved cases.
Application forms and details (sae please) from and returnable to the County Education Officer, PO Box 4, County Hall, St. Anne's Crescent, Lewes BN7 1SG. Closing date: January 23. (37689) 110010

**HAMPSHIRE**

(Portsmouth Area)
SOUTHSEA FIRST SCHOOL (5-8)
Required from 27th April,
1. HEADTEACHER - GROUP 3.
We pursue a policy of equal opportunity.
Applications particularly welcome from people with disabilities.
Application form and further details from the Area Education Officer, Civic Offices, Guildhall Square, Portsmouth PO1 2BJ (s.a.e. please).
Closing date 23rd January. (37158) 110010

**HERTFORDSHIRE**

TROTTS HILL JMI SCHOOL & NURSERY
Wisden Road, Stevenage, Herts. SG1 5JD
Group 4. Pupils on roll: 181
Applications are invited from suitably qualified and experienced teachers for the post of Headteacher of this Group 4 JMI school and nursery for April 1987.
Application forms and further particulars are available from the Divisional Education Officer, The Grange, High Street, Stevenage SG1 3BD. SAE please. Closing date Monday 26th January 1987. (36168) 110010

**DEVON**

COUNTY COUNCIL

MAWNEY JUNIOR SCHOOL (Roll 246)
Mawney Road, Romford RM7 7HR
Required for September 1987

**HEADTEACHER**
**GROUP 4**

following the retirement of the present Headteacher, Mr. B.A.S. West.

**ST. URSULAS R.C. JUNIOR SCHOOL (Roll 217)**
**Straight Road, Romford RM3 7SJ**

Applications are invited from practising Roman Catholics for the post of:

**HEADTEACHER**
**GROUP 4**

from April 1987, or as soon as possible thereafter.

Havering

Application forms are available (sae please) for the above two posts from the Director of Educational Services (Ref: Staffing/DHT), Mercury House, Mercury Gardens, Romford RM1 3DR. Closing date: 23rd January 1987. (11731)

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*Cheshire*

*Application forms (send s.a.e.) are obtainable from the Head of the School, to whom they should be returned as soon as possible. Assistance with removal expenses is given in approved cases.*

N. J. Fitton
Director of Education

MILLFIELDS COUNTY PRIMARY
Marsh Lane, Nantwich, CW5 5HP.
N.O.R. 78 + 52 Nursery

**Headteacher**
**(Group 3)**

Required for the summer term 1987. Candidates should have a sound knowledge of nursery and infant practice.

**Application forms and further details available from the District Education Officer, Delamere House, Delamere Street, Crewe CW1 2LL upon receipt of s.a.e. Closing date 23rd January 1987.**

(10869)

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*Cheshire*

*Application forms (send s.a.e.) are obtainable from the Head of the School to whom they should be returned as soon as possible. Assistance with removal expenses is given in approved cases.*

N. J. Fitton
Director of Education

SANDIWAY COUNTY PRIMARY SCHOOL
Sandiway, Nr Northwich
Tel No: Sandiway 883298

**Headteacher**

**Group 4**
**(Re-advertisement)**

An experienced, imaginative teacher with a mature commitment to experience-based learning.

Application forms and further details available from the District Education Officer, County Offices, Watling Street, Northwich, Cheshire. Tel: Northwich 814967. Closing date 23 January 1987.

(11729)

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**MARGARET ROPER R.C. JM&I**
Russell Hill Road, Purley, Surrey CR2 2XP
Tel: 01-660 0115

**Headteacher**

Applications are invited from suitably experienced, practising Catholic teachers.

*Previous applicants need not re-apply.*

Applications forms and further details from the school. However, COMPLETED application forms to be returned to: Fr. R. Saunton, The Presbytery, St. John the Baptist Church, Dale Road, Purley, Surrey.

Closing date: 23 January 1987.

Salary: Group 4.

Tenable: Beginning Summer Term 1987.

(10517)

CROYDON EDUCATION

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**HEADTEACHER**
**FERNHURST COUNTY PRIMARY SCHOOL**
(Group 2, 93 on roll, age range 5-10 years)

Applications are invited from suitably qualified and experienced teachers for the post of Headteacher of the above School.

This well established School is situated some [illegible] miles north of Midhurst and enjoys strong support from the local community.

It is intended to make an appointment for April 1987.

Application form and further details available from:

The Area Education Officer, Ambassador House, Crane Street, Chichester, West Sussex PO19 1TP, on receipt of s.a.e.

Closing date: 24th January 1987.

west sussex

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## PRIMARY HEADSHIPS

continued

**EAST SUSSEX**

ST LUKES COUNTY JUNIOR SCHOOL
St Lukes Terrace, Brighton BN2 2ZE
From September 1987: Headteacher for this Group 4 junior school.
Application forms and details (sae please) from and returnable to the County Education Officer, PO Box 4, County Hall, St Anne Crescent, Lewes BN7 1SG. Closing date: January 23. (37687) 110010

**EAST SUSSEX**

WADHURST C.E. SCHOOL
Sparrows Green, Wadhurst TN5 6SR
From September 1987: Headteacher for this Group 5 school.
Relocation grants in approved cases.
Application forms and details (sae please) from and returnable to the County Education Officer, PO Box 4, County Hall, St Anne Crescent, Lewes BN7 1SG. Closing date: January 23. (37688) 110010

**EAST SUSSEX**

WHITEHILL COUNTY INFANTS SCHOOL
Whitehill, Crowborough TN6 1BD
From September 1987: Headteacher for this Group 4 Infants School.
Relocation grants in approved cases.
Application forms and details (sae please) from and returnable to the County Education Officer, PO Box 4, County Hall, St Anne's Crescent, Lewes BN7 1SG. Closing date: January 23. (37689) 110010

**HAMPSHIRE**

(Portsmouth Area)
SOUTHSEA FIRST SCHOOL (5-8)
Required from 27th April,
1. HEADTEACHER - GROUP 3.
We pursue a policy of equal opportunity.
Applications particularly welcome from people with disabilities.
Application form and further details from the Area Education Officer, Civic Offices, Guildhall Square, Portsmouth PO1 2BJ (s.a.e. please).
Closing date 23rd January. (37158) 110010

**HERTFORDSHIRE**

TROTTS HILL JMI SCHOOL & NURSERY
Wisden Road, Stevenage, Herts. SG1 5JD
Group 4. Pupils on roll: 181
Applications are invited from suitably qualified and experienced teachers for the post of Headteacher of this Group 4 JMI school and nursery for April 1987.
Application forms and further particulars are available from the Divisional Education Officer, The Grange, High Street, Stevenage SG1 3BD. SAE please. Closing date Monday 26th January 1987. (36168) 110010

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# Come and teach in Kent

## NURSERY SCALE 1

### NORTH WEST KENT AREA

**Temple Hill County Primary Infant School, St Edmund's Road, Dartford, Kent DA1 5ND.**

Required for April 1987. Nursery teacher Scale 1 required to work in two-class Nursery unit. Nursery training and/or experience desirable. Further details from the Headmistress. Visits from prospective applicants welcome.
Closing date: 23 January 1987
Possibility of help with temporary housing in approved cases.

## PRIMARY HEADSHIPS

### NORTH KENT AREA

**Murston County Primary School (Infant Department), Church Road, Murston, Sittingbourne, Kent ME10 3RU**

Appointment of Headteacher (Re-advertisement)
Appointment to take effect from the beginning of the Summer Term, 1987 for this Group 3 Primary School (roll 113) situated to the east of Sittingbourne.
The Authority has a disturbance allowance scheme which offers assistance with removal and other related expenses.
Application form and further details from the Area Education Officer, Mountbatten House, 28 Military Road, Chatham, Kent ME4 4JE (please enclose s.a.e.), to whom they should be returned by 30th January, 1987.

### EAST KENT AREA

**Whitstable County Junior School, Oxford Street, Whitstable, Kent CT5 1DB**

Applications are invited for the post of Head Teacher of this Group 6 School, to take up appointment in April 1987.

**Luddenham County Primary School, Luddenham, Faversham, Kent ME13 0TE**

Applications are invited for the post of Head Teacher of this Group 3 school, to take up duties from April 1987.

**Diocesan & Payne Smith C.E. (Aided) Primary School, Broad Street, Canterbury, Kent CT1 2LU**

Applications are invited for appointment as Head Teacher of this group 4 primary school from April 1987.

Applicants should be practising Christians and preferably be communicant members of the Church of England. Previous applicants need not re-apply.

Further details and application forms for the above East Kent Area posts available from the Area Education Officer, 78 London Road, Canterbury, Kent CT2 8LT (s.a.e. please). Closing date January 30th 1987.

### WEST KENT AREA

**TUNBRIDGE WELLS NEW COUNTY PRIMARY SCHOOL GROUP 4 Roll: 160 (Approx.)**

Required for April 1987, a HEAD TEACHER for the Group 4 Primary School being formed by the amalgamation of Broadwater County Primary Infant and Ramslye County Primary Junior Schools, to provide an enthusiastic and inspiring lead for this new development.
Application forms and further details available from and returnable to the Area Education Officer, 39 Grove Hill Road, Tunbridge Wells TN1 1SL.
Closing date 23rd January 1987
Possibility of help with temporary housing in approved cases.

## DEPUTY HEADSHIPS

### NORTH WEST KENT AREA

**St John's RC Junior School, Rochester Road, Gravesend, Kent. Group 5 344 on roll**

Deputy Head required for April 1987 due to promotion of previous Deputy. Applications and cv to, Canon E Mundy, Chairman of Governors, 192 Perrock Street, Gravesend, Kent.
Practising Roman Catholics only.
Closing date: 23rd January 1987
Possibility of help with temporary housing in approved cases.

### SOUTH KENT AREA

**Willesborough County Junior School, Highfield Road, Willesborough, Ashford**

Required for April 1987 an experienced teacher for the Deputy Headship of this Group 7 School.
An interest in Science and for School Library an advantage but not essential. Application forms and further information available from the Headteacher (SAE please). Closing date 23rd January 1987.
*This is a re-advertisement – previous applications will be considered.*

KENT County Council

## SCALE 2 AND ABOVE

### NORTH WEST KENT AREA

**The Sweyne CP Junior School, Keary Road, Swanscombe, Kent. DA10 0BU**

Required for April, if possible, enthusiastic teacher to teach initially second year junior children. Ability to play piano essential. Scale II post available for suitable applicant willing to accept curricular responsibility for mathematics.
Application forms from the Headteacher at the school (SAE please).
Closing date 23rd January 1987
Possibility of help with temporary housing in approved cases.

### WEST KENT AREA

**Tunbridge Wells, St. Barnabas C.E. (Aided) Primary School, Quarry Road, Tunbridge Wells, Kent TN1 2EY**

RE-ADVERTISEMENT

Required for Summer Term 1987, a teacher for 2nd & 3rd year Juniors. A special interest in Mathematics and a working knowledge of computers desirable. Interest in football and other sports a distinct advantage. Possibility of a Scale 2 post.
St Barnabas school has very close links with this well known Anglo Catholic Parish. A practising communicant would be preferred. Previous candidates need not re-apply and will automatically be reconsidered. Further details and forms from the Clerk to the Governors, care of the school.

## SCALE 1

### WEST KENT AREA

**Chevening C.E. (Aided) Primary School, Chipstead, Sevenoaks, Kent TN13 2SA Roll Approx. 100**

Required for April or September, 1987, a teacher for Reception Class. Scale 1 plus Fringe Allowance. Probationary teacher welcome. A communicant member of the Church preferred.
Application forms and further details obtainable from the Correspondent to the Governors, Mrs P. M. Campbell, 77 Kennedy Gardens, Sevenoaks, Kent.
Closing date 6th February 1987. Please enclose s.a.e.

(11749)

***Unless otherwise stated, applications should be sent to the Head of the School concerned. (SAE please).***

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**Lancashire County Council**

AN EQUAL OPPORTUNITY EMPLOYER

The following are required for the 1st May, 1987 unless otherwise stated and the closing date is the 22nd January, 1987.

**Primary Schools**

For application forms and addressee to whom completed forms should be sent send SAE (foolscap) to the Chief Education Officer, PO Box 61, County Hall, Preston, PR1 8RJ.

**ST MARY'S & ST BENEDICT'S RC (Aided)**
Preston (400 on Roll 5-11 years)
Group 6 - Headteacher.

**BLACKBURN MEADOWHEAD COUNTY INFANT**
Blackburn (188 on Roll mixed 5-7 plus Nursery Class)
1st September, 1987
Group 4 - Headteacher

**ACCRINGTON ST MARY MAGDALEN'S CE (Aided)**
Accrington, (161 on Roll)
Group 3 - Headteacher. *Communicant member of the Anglican Church preferred.*

**THORNTON CLEVELEYS RINGWAY TUTORIAL CENTRE**
Required as soon as possible.
Scale 1 - Junior Teacher. Temporary, part-time, 13¾ hours per week for one year in the first instance. To work flexible hours with behaviourally and emotionally disturbed children. Good classroom management skills essential. Please state curriculum interests.

(02109)

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## HEADTEACHERS

Required April, 1987

**SOUTH WEALD, ST. PETER'S C OF E (AIDED) PRIMARY SCHOOL**
**South Weald, Brentford**
**(Group 5, plus L.F.A. £282 p.a.)**

The Governors of this school invite applications from qualified teachers, who are communicant members of the Church of England, for the post of Headteacher.

Relocation allowances payable in appropriate cases.

**Please send foolscap s.a.e. for form and details to the Area Education Office, Mid Essex Area, P.O. Box 398, 'A' Block, County Hall, Chelmsford, Essex CM1 1JW.**

Closing date: 23rd January, 1987.

**COLNE ENGAINE C OF E (AIDED) PRIMARY SCHOOL (Group 2)**
**Green Farm Road, Colne Engaine, Colchester**

Applications are invited for the post of Headteacher of this Junior Mixed, and Infant School. Candidates must be in sympathy with the Christian Foundation of the school.

Relocation allowances payable in appropriate cases.

**Please send foolscap s.a.e. for form and details to the North West Area Education Office, Crossman House, Station Approach, Braintree, Essex CM7 8QA.**

Closing date: 27th January, 1987.

(11730)

ESSEX County Council

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READVERTISEMENT

## HEADS

Required for WOODSIDE COUNTY FIRST SCHOOL, Norwich (Group 3)
Proposed EARSHAM C.E. VOLUNTARY AIDED FIRST SCHOOL, BUNGAY (Group 1)
(Governors would prefer a committed christian).
SHELTON COUNTY PRIMARY SCHOOL, Nr. Long Stratton (Group 1)
HARPLEY VOLUNTARY CONTROLLED PRIMARY SCHOOL, Nr. King's Lynn (Group 1)
CASTLE ACRE VOLUNTARY CONTROLLED FIRST SCHOOL, Nr. Swaffham (Group 1)
EASTON ST. PETER'S VOLUNTARY CONTROLLED FIRST SCHOOL, Nr. Norwich (Group 1)

Previous applicants will automatically be reconsidered.

Further details and application forms may be obtained by sending a stamped addressed foolscap envelope to the County Education Officer, Room 32, County Hall, Martineau Lane, Norwich NR1 2DL.

## DEPUTY HEAD

Required for SOUTH WOOTTON COUNTY JUNIOR SCHOOL, King's Lynn (Group 3)

Further details and application forms may be obtained by sending a stamped addressed foolscap envelope to the Area Education Officer, St. Margaret's House, King's Lynn, PE30 5DR.

## HEADS

Also required at HEIGHAM PARK COUNTY FIRST SCHOOL, Norwich (Group 4)
*ROYDON COUNTY PRIMARY SCHOOL, Nr. Diss (Group 4)*

Further details and application forms may be obtained by sending a stamped addressed foolscap envelope to the County Education Officer, Room 32, County Hall, Martineau Lane, Norwich NR1 2DL.
Closing date for applications: 23rd January, 1987.

Norfolk County Council

## PRIMARY HEADSHIPS
continued

### HERTFORDSHIRE
**BENINGTON V.C. (C of E) JMI SCHOOL**
Benington, Nr. Stevenage, Herts.
Group 2, Pupils on roll: 69
Applications are invited from suitably qualified and experienced teachers for the post of Headteacher of this Group 2 JMI School for April 1987.
Application forms and further particulars are available from the Divisional Education Officer, The Grange, High Street, Stevenage SG1 3BD.
SAE please. Closing date Monday 26th January 1987. (36167) 110010

### HERTFORDSHIRE
**GADE VALLEY J.M.I. SCHOOL**
Gadebridge Road, Hemel Hempstead
Group 4
Applications are invited for the HEADSHIP of this school for April 1987, at the promotion of the present holder.
Forms and further details from the Divisional Education Officer, The Bury, Queensway, Hemel Hempstead, Herts. HP1 1UQ. (s.a.e. please).
Closing date: 20th January, 1987. (37164) 110010

### HERTFORDSHIRE
**WARESIDE VOLUNTARY CONTROLLED JMI SCHOOL**
Wareside, Ware
Head required from 1st September, 1987. Group I salary, plus fringe allowance.
Application forms and further particulars from the Divisional Education Officer, Scott House, Hagsdell Road, Hertford SG13 8BQ, to whom completed application forms should be returned by 27th January, 1987.
(37739) 110010

### NORTH YORKSHIRE
HEADSHIPS
Suitably qualified and experienced teachers required. Practising Catholics essential.

1. ST. JOSEPH'S RC PRIMARY SCHOOL
Harrogate
(Group 4)

2) ST. ROBERT'S RC PRIMARY SCHOOL
Harrogate
(Group 5)

Send sae for application form and details to County Education Officer, County Hall, Northallerton DL7 8AE to whom application forms for post 1 should be returned by 23.1.87. Post 2 forms returnable by 31.1.87 to Very Reverend Cannon Morely, St. Robert's RC Primary School, Ainsty Road, Harrogate HG1 4AP. (37623) 110010

### NORTHAMPTONSHIRE
**LITTLE HOUGHTON C.E. (AIDED) PRIMARY SCHOOL**
Lodge Close, Lodge Road, Houghton, Northampton NN7 1AF

APPOINTMENT OF HEAD TEACHER - Group 2

Required for September 1986, an able and enthusiastic teacher for the Headship of this Aided village Primary School, on the outskirts of Northampton. Approximate number on roll - 65.

Closing date - 23rd January.

Details and application forms (s.a.e.) available from the County Education Officer (Ref. MH), Northampton NN1 2HX.

Northamptonshire welcomes applications regardless of marital status, sex, race and disability.
(37071) 110010

### HERTFORDSHIRE
**SWING GATE FIRST SCHOOL**
Swing Gate Lane, Berkhamsted
Group 4
Applications are invited for the HEADSHIP of this school for April 1987, following the promotion of the present holder.
Forms and further details from the Divisional Education Officer, The Bury, Queensway, Hemel Hempstead, Herts. HP1 1UQ. (s.a.e. please).
Closing date: 23rd January, 1987. (37165) 110010

### NORTHAMPTONSHIRE
RUSHTON C.P. SCHOOL
Station Road, Rushton, Kettering, Northants. NN14 1RL

APPOINTMENT OF HEAD TEACHER - Group 1

Required for April 1987, an able and enthusiastic teacher for the Headship of this small village primary school. Number on roll - 46.

Closing date - 23rd January.

Details and application forms (s.a.e.) available from the County Education Officer (Ref. MH), Northampton House, Northampton NN1 2HX.

Northamptonshire welcomes applications regardless of marital status, sex, race and disability.
(37074) 110010

### OXFORDSHIRE
**COUNTY COUNCIL**
**SUNNINGWELL CE(C) PRIMARY SCHOOL**
Sunningwell, Abingdon OX13 6KE
Applications are invited for the Headship of this Group 1 village primary school which falls vacant in April 1987.
Further details and application forms available from the Chief Education Officer (ref: DPC) Macclesfield House, New Road, Oxford OX1 1NA to be returned by 23rd January 1987 (SAE please).
An equal opportunity employer. (37083) 110010

### OXFORDSHIRE
**COUNTY COUNCIL**
**THE HENDREDS CE(C) PRIMARY SCHOOL**
East Hendred, Wantage, Oxon. OX12 8JX
Applications are invited for the Headship of this Group 1 village primary school for April 1987.
Further details and application forms are available from the Chief Education Officer (Ref. DPC), Macclesfield House, New Road, Oxford OX1 1NA to be returned by 30th January 1987 (SAE please).
An Equal Opportunity Employer. (37084) 110010

### ROTHERHAM
METROPOLITAN COUNCIL

Rotherham is an equal opportunities employer

ASTON (ALL SAINTS) C. OF E. J & I SCHOOL
Required for Easter, 1987

HEAD TEACHER - GROUP 4.

A practising Christian is sought who will take an active roll in Church activities in the School and Parish.

Closing date: 21st January, 1987.

Further particulars and application forms may be obtained from The Diocesan Director of Education, St. Matthew's House, 45 Curver Street, Sheffield S1 4FT.

If you have not received an acknowledgement within three weeks of the closing date you should assume that your application is unsuccessful.

G. Crane, Director of Personnel Resources.
(37147) 110010

### SEFTON
**METROPOLITAN BOROUGH OF SEFTON**
**ORRELL PRIMARY SCHOOL**
Aughton Road, Bootle, Merseyside L20 6DA
HEADTEACHER required for this Group 5 school (approximately 340 pupils on roll) in SEPTEMBER 1987. S.P.A. allowance currently payable.
Further details from the Director of Education, Town Hall, Oriel Road, Bootle, Merseyside L20 7AE.
Closing date - 31st January 1987. (37253) 110010

### SOMERSET
**COUNTY COUNCIL**
For various primary headships please see under the Somerset County Council composite advertisement on Page 51.
(37522) 110010

### WALSALL
METROPOLITAN BOROUGH COUNCIL

KING'S HILL J.M.I. SCHOOL
Old Park Road, Wednesbury WS10 9QJ

HEAD TEACHER - GROUP 4

Required as soon as possible, an able and suitably experienced teacher for this multi-cultural school which has 224 pupils on roll, including 52 of Nursery age.

Further details and an application form may be obtained from the Director of Education, Education Department, Civic Centre, Darwall Street, Walsall, West Midlands WS1 1DQ, on receipt of an S.A.E.

Closing date: 23rd January, 1987.

Walsall is an Equal Opportunity Employer.
(37137) 110010

### WARWICKSHIRE
APPOINTMENT OF HEAD

FENNY COMPTON C.E. JUNIOR AND INFANT SCHOOL
Fenny Compton, Leamington Spa CV33 0XU

Applications are invited from suitably qualified and experienced teachers for the post of Head of this Group 2 school (59 on roll) with effect from 1st September 1987.

Application form and further details may be obtained from the County Education Officer, 22 Northgate Street, Warwick CV34 4SR, (ref: SCH/JT) to whom completed forms should be returned by 23rd January 1987.
(37746) 110010

### WARWICKSHIRE
APPOINTMENT OF HEAD

WOOD END FIRST SCHOOL
Wood Street, Wood End, Atherstone CV9 2QL

Applications are invited from suitably qualified and experienced teachers for the post of Head of this Group 2 school (104 on roll) with effect from 1st September 1987.

Application form and further details may be obtained from the County Education Officer, 22 Northgate Street, Warwick CV34 4SR, (ref: SCH/JT) to whom completed forms should be returned by 23rd January 1987.
(37744) 110010

### WARWICKSHIRE
APPOINTMENT OF HEAD

GREAT ALNE JUNIOR AND INFANT SCHOOL
School Road, Great Alne, Alcester B49 6HQ

Applications are invited from suitably qualified and experienced teachers for the post of Head of this Group 2 school (77 on roll) with effect from 27th April 1987.

Application form and further details may be obtained from the County Education Officer, 22 Northgate Street, Warwick CV34 4SR, (ref: SCH/JT) to whom completed forms should be returned by 23rd January 1987.
(37745) 110010

## Deputy Headships Second Masters/ Mistresses

### BARNET
**LONDON BOROUGH**
**REQUIRED APRIL, 1987**
**ST. JOSEPH'S J.M. SCHOOL**
Watford Way, Hendon NW4 4TY
Roll: 204
DEPUTY HEAD TEACHER. Group 4
A well qualified and experienced Junior Teacher, holding the Catholic Teachers Certificate. Please state special interests.
Removal expenses and separation allowance available.
Application forms (s.a.e.) obtainable from and returnable to the Headteacher at the school. (37396) 110012

### BEDFORDSHIRE
**PRIMARY DEPUTY HEAD**
Required for April 1987
Based at WIGMORE PRIMARY SCHOOL
Twyford Drive, Luton, Beds.
Tel: 453962
A DEPUTY HEAD Group 4
How to Apply: Application Forms available from and returnable to the Headmistress. S.A.E. please.
Bedfordshire is an Equal Opportunities Employer.
(37362) 110012

### BEDFORDSHIRE
**COUNTY COUNCIL**
**SOUTHERN AREA EDUCATION OFFICE**
**PRIMARY DEPUTY HEAD**
Required for April 1987
Based at KENSWORTH LOWER SCHOOL
Common Road, Kensworth, Dunstable, Beds.
Tel: 872336
A DEPUTY HEAD Group 2
How to Apply: Application Forms available from and returnable to the Headmaster. S.A.E. please. (37361) 110012

### BERKSHIRE
**HOLY FAMILY RC COMBINED SCHOOL**
High Street, Langley, Slough (5-12)
Required for September 1987 Deputy Headteacher. The vacancy arises due to the amalgamation of Holy Family Middle and Holy Family First. The Head and Governors are looking for an experienced and committed catholic teacher to play a major part in this exciting venture which will be concerned with the development of the whole child through the age range of 5-12. Candidates should have some relevant experience in the age range and should be able to offer specific curriculum strengths.
Application forms from the Headteacher.
Closing date: 30th January.
An Equal Opportunity Employer. (37695) 110012

### BERKSHIRE
**THE COOMBES COUNTY INFANT SCHOOL**
School Road, Arborfield, Reading RG2 9NX
NOR: 130
Required for April 1987, an enthusiastic and innovative Deputy Headteacher for this Group 3 Infant School. Applicants must be committed to co-operative teaching. The successful applicant should have the necessary skills to play a leading role in all areas of the curriculum.
Applications to: the Headteacher (SAE please).
Closing date: 1st February.
An Equal Opportunity Employer. (37821) 110012

### BUCKINGHAMSHIRE
**MILTON KEYNES AREA**
Equal Opportunity Employer
**OLNEY COUNTY FIRST SCHOOL**
Spinney Hill Road, Olney MK46 5AD
DEPUTY HEADTEACHER
Group 4
Required from September 1987. The Deputy Headteacher will be expected to share with the Headteacher the general organisation and management of the school in developing the curriculum and taking responsibility for in-service work.
Please state general areas of the curriculum in which you have a special interest or expertise. The ability to play the piano would be helpful though not essential.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Application forms and further details are available from the Education Officer, J. Ginnever, B.Sc., M.Ed., at the Milton Keynes Area Education Office, 1 Wilton Gate East, Milton Keynes MK9 2BE, on receipt of a foolscap stamped addressed envelope. 110012
(37181)


**Bexley London Borough**
Re-Advertisement
**St. Joseph's R.C. Primary School, Crayford. Group 4.**
Applications are invited from suitably experienced teachers for the post of
**Head Teacher**
A practising Catholic is required. Appointment to commence 17th April 1987.
Application forms and further details available from
Father McGettrick, 111 Old Road, Crayford, Kent, DA1 4EN, to whom they should be returned by 26th January 1987. (00514)
Bexley London Borough

**Headteachers**
Applications are invited from suitably qualified and experienced candidates for vacancies in the following schools:
**Alexandra Junior School,** (Group 4)
Cator Road, Sydenham, SE26 5DS
Tel: 01-778 3961
Post tenable from April, 1987.
**Churchfields Primary School,** (Group 5)
Churchfields Road, Beckenham, Kent, BR3 4QR.
Tel: 01-650 5247
Post tenable from September, 1987.
**Dorset Road Infant School** (Group 2)
Dorset Road, Mottingham, London, SE9 4QX.
Tel: 01-857 3742
Post tenable from April 1987.
Assistance with removal and associated expenses available in certain circumstances.
Application forms and further details available from and returnable to the Director of Education, The Town Hall, Tweedy Road, Bromley, BR1 1SB.
Closing date: 22nd January, 1987.
Bromley THE LONDON BOROUGH (02186)

**SURREY COUNTY COUNCIL**
* FRINGE AREA LONDON ALLOWANCE £282 p.a. throughout the County.
* Temporary housing may be available.
* Generous relocation expenses in approved cases.
**HEADSHIP**
**DOVERS GREEN COUNTY FIRST SCHOOL, Rushetts Rd, Reigate RH1 6DZ**
NOR (September 86) 161
HEADTEACHER required from September 1987 for this Group 4 First School for pupils aged 5-8 years.
Salary scale £12,720–£14,175 pa
**Application forms and further details from the SE Area Education Officer 123, Blackborough Rd, Reigate RH2 7DD. Telephone Redhill 74166 ext 4416. Closing Date: 23 January 87.**
(02149)

*Cheshire*
**ST AUGUSTINE'S R C PRIMARY SCHOOL**
Henshall Avenue, Latchford, Warrington.
**Head Teacher Group 4**
Applications are invited from suitably qualified and experienced practising Roman Catholic teachers for this post.
Application forms and further details are available from the District Education Officer, Education Office, Priestley House, Sankey Street, Warrington, Cheshire.
Completed forms should be returned by 23 January 1987 to the Chairman of Governors, 44 Henshall Avenue, Latchford, Warrington, Cheshire. Please enclose a stamped addressed envelope. Closing date 23 January 1987. (02182)

**CAMBRIDGESHIRE**
WILLIAM LAW C.E. (AIDED PRIMARY SCHOOL WERRINGTON, PETERBOROUGH.
**Group 5**
**Required for Easter 1987:–**
**HEADTEACHER**
Suitably qualified and experienced teacher who is in sympathy with the aims and purposes of a Church of England (Aided) School, which is due to open in September, 1987.
Possible housing assistance.
**Further details and an application form available from the Senior Area Education Officer, Education Office, Touthill Close, City Road, Peterborough, PE1 1JU. Closing date for receipt of applications 16th January, 1987.** (02108)
EQUAL OPPORTUNITY EMPLOYER




## PRIMARY DEPUTY HEADSHIPS
continued

### CROYDON
LONDON BOROUGH OF CROYDON

EDUCATION COMMITTEE

GREENVALE PRIMARY SCHOOL
Sandpiper Road, Selsdon Vale, South Croydon, Surrey CR2 8PR

Tel: 01-651 2835

DEPUTY HEADSHIP

A Deputy Head (Group 4) is required from the Summer Term for this lively, semi-rural school. Candidates should have an interest in and empathy for open-plan education.

Visits to the school are both recommended and welcomed.

For further details and application forms please apply directly to the Head Teacher. Closing date for applications is 23rd January.

Salary: Deputy Head Group 4.

Tenable: Summer Term 1987. (37909) 110012

### EAST SUSSEX
**WHITEHAWK INFANT SCHOOL**
Whitehawk Road, Brighton BN2 5FL
From Easter or January if possible: Deputy Headteacher for this Group 6 infant school. An interest in school focus staff development and audio visual aids an advantage.
Relocation grants in approved cases.
Application forms and details (sae please) from the County Education Officer, P.O. Box 4, County Hall, St Anne's Crescent, Lewes BN7 1SG to be returned to the Head Teacher by January 23rd. (45870) 110012

### ESSEX
**HOCKLEY PRIMARY SCHOOL**
Chevening Gardens, Hockley
Tel: Southend 202394
(Roll 274)
DEPUTY HEADTEACHER, Group 5
(Re-Advertisement)
Required Easter, for happy, hard working school where staff, parents and children work together in caring atmosphere. Vacancy due to promotion. Closing date: 30th January, 1987. Previous applicants need not re-apply.
Further details and application forms available from South East Essex Area Education Officer, Civic Centre, Victoria Avenue, Southend-on-Sea (foolscap s.a.e. please).

**NEWLANDS SPRING CO. PRIMARY SCHOOL**
Dickens Place, Copperfield Road, Chelmsford CM1 4UU
Tel: Chelmsford 442031
(Roll 300)
DEPUTY HEADTEACHER, Group 5
Required for April, 1987, enthusiastic experienced teacher to take leading role in curriculum development and assume area of responsibility. Closing date: 23rd January, 1987.
For further details and application forms apply to Mid Essex Area Education Office, P.O. Box 398, 'A' Block, County Hall, Chelmsford CM1 1JW (foolscap s.a.e. please).

**SPRING MEADOW COUNTY PRIMARY SCHOOL**
Pound Farm Drive, Dovercourt CO12 4LB
Tel: Harwich 504528
(Roll 280)
DEPUTY HEADTEACHER, Group 5
Required for April 1987, to work in this semi-open plan school.
This is a re-advertisement and previous applicants will be re-considered.
Closing date February 6th 1987.
Application forms and details from the Headteacher (foolscap s.a.e. please). Visits welcomed.
(37727) 110012

### DEVON
**COUNTY COUNCIL**
Please see display advertisement on Page 33. 
(37378) 110012

### HAMPSHIRE
**NURSLING C.E. (CONT.) PRIMARY SCHOOL**
Nursling SO1 9XH
DEPUTY HEADTEACHER
Group 3
Experience in Infant/first schools and preferably expertise in at least one major curriculum area.
We pursue a policy of equality of opportunity. Applications are particularly welcome from teachers with disabilities.
Further details from the Headteacher on receipt of S.A.E. (37060) 110012

### HEREFORD AND WORCESTER
COUNTY COUNCIL

HAGLEY FIRST SCHOOL
Park Road, Hagley, Stourbridge, West Midlands

Required from Easter 1987, a Deputy Head Teacher for this Group 4 School. Please state areas of special interest.

### THE SUTTON PARK FIRST SCHOOL
**Greatfield Road, Kidderminster, Worcs. Y11 6PH**

Required from the summer term 1987 a Deputy Head for this Group 4 school.

Candidates should have experience of teaching in a First School and be able to assist the Head with organisation and curricular initiatives throughout the school. Ability to take responsibility for the development of Mathematics and the use of Micro-computers would be an advantage.

Only short listed applicants will be notified.

Further details and application forms are available from the Headteacher of the school concerned. (S.A.E. please).
(37525) 110012

### HERTFORDSHIRE
**ROSSGATE J.M.I. SCHOOL**
Galley Hill, Hemel Hempstead
Tel: Hemel Hempstead 3773
Required Easter 1987. Applications are invited for the post of Deputy Head (Group 4) of this 7 Class J.M.I. School with Nursery.
Further details and application form available from the Head (s.a.e. please). Visits welcomed. (37161) 110012

### HERTFORDSHIRE
**HOLTSMERE END INFANTS SCHOOL**
Shenley Road, Hemel Hempstead, Herts. HP2 7JZ
Tel: Hemel Hempstead 211963
Headteacher: Mrs V.K. Wood
Required for April 1987, a Deputy Headteacher for this Group 4, open plan Infant School with an attached nursery.
Applications are invited from suitably qualified, enthusiastic and imaginative teachers who would enjoy making a significant contribution to the wide child centred curriculum operating in this school.
Further details and application forms available from the Headteacher (s.a.e. please). Visits to the school welcomed. Closing date: January 26th. (46263) 110012

### HILLINGDON
LONDON BOROUGH OF HILLINGDON

ST. CATHERINE'S RC SCHOOL

Money Lane, West Drayton, Middlesex UB7 7NX

Headteacher: Mr. J.J. Forkin

Required for Easter 1987 a Deputy Head Teacher with sound qualifications and varied experience is sought for this Roman Catholic School, following the promotion of the preset holder.

If you are a successful teacher, and a practising Roman Catholic with a Catholic Teachers' Certificate, please apply, indicating to the Governors what particular strengths and skills you could bring to this Post.

The School is in Group 3 and salaries carry a London Allowance of £726.

The Authority will pay 75% of approved removal expenses in certain circumstances.

Application forms from The Acting Director of Education, Civic Centre, Uxbridge, Middx. and returnable to Rev Chairman of Governors, 20 The Green, West Drayton, Middlesex UB7 7NX by Friday 23rd January 1987.

Outer London Allowance Payable. (37224) 110012

### HILLINGDON
LONDON BOROUGH OF HILLINGDON

ORANGE PARK INFANT SCHOOL

Lansbury Drive, Hayes UB4 8SF

Headteacher: Mrs. J. Steele

Required with effect from the Summer term 1987 a Deputy Headteacher for this Group 4 school.

Application forms from the Director of Education, Civic Centre, Uxbridge, Middlesex (Tel: Uxbridge 50431) to whom they should be returned as soon as possible and not later than 26th January 1987.

Outer London Allowance Payable. (37229) 110012

### HILLINGDON
LONDON BOROUGH OF HILLINGDON

HARLYN SCHOOL
Tolcarne Drive, Pinner HA5 2DR

Headteacher: Mrs. K.J. Meyrick

Required with effect from the Summer term 1987 a Deputy Headteacher for this Group 5 school.

Application forms from the Director of Education, Civic Centre, Uxbridge, Middlesex (Tel: Uxbridge 50431) to whom they should be returned as soon as possible and not later than 26th January 1987.

Outer London Allowance Payable. (37230) 110012

### HUMBERSIDE
**EDUCATION COMMITTEE**
**SCUNTHORPE DIVISION**
**ORANGE LANE JUNIOR SCHOOL**
Cornwall Road, Scunthorpe
Group 5
Head Teacher: F.J. Goodenough
No. on Roll: 224
RE-ADVERTISEMENT
Required for Easter, 1987, a suitably qualified and experienced Junior teacher for the post of DEPUTY HEAD TEACHER. A willingness to develop Games and Outdoor Pursuits would be advantageous but is not essential. Previous applicants will be automatically considered.
'Full and fair consideration will be given to all disabled applicants'.
Application forms and further details may be obtained from the Head Teacher at the School (f.s.a.e. please), to whom completed forms should be returned no later than 21st January, 1987.
(37546) 110012

### LIVERPOOL
EDUCATION COMMITTEE

DEPUTY HEAD TEACHER

Group 3: £7,905 - £11,163

STONEBRIDGE C.P. INFANTS SCHOOL (PD + SP)
Stonebridge Lane, Liverpool L11 9AY

Required for Summer Term 1987.

Application forms obtainable from (S.A.E.) the Director of Education, Teaching Staff Section, 14 Sir Thomas Street, Liverpool L1 6BJ. Please quote P & M 853(a). Returnable by 19th January, 1987.

Liverpool City Council is an Equal Opportunity Employer and welcomes applications irrespective of race, sex, marital status or disability. (37013) 110012

### NEWHAM
**LONDON BOROUGH OF NEWHAM**
**ST. EDWARD'S R.C. PRIMARY SCHOOL**
Castle Street, London E6 1PP
Head Teacher: E.J. McConalogue
Number on roll: 280
DEPUTY HEAD
Group 5
Required April 1987.
An experienced and enthusiastic teacher to play a leading role in curriculum and staff development. Please state particular curricular interests in letter of application.
Applications from practising Catholics preferred.
Previous applicants will be considered.
London Allowance: £1,110.
Application forms/further particulars (s.a.e. please) available from The Head Teacher, to whom completed forms should be returned by 30th January 1987.
Director of Education, Education Offices, 379/383 High Street, Stratford, E15 4RD.
An Equal Opportunity Employer. (37178) 110012

### NORFOLK
COUNTY COUNCIL

EDUCATION DEPARTMENT

CROMER JUNIOR SCHOOL
Cross Street, Cromer, Norfolk NR27 9DE

Group 5, N.O.R. 275, Age Range 7-11

DEPUTY HEADTEACHER

Required for April, 1987.

Application forms and further particulars (S.A.E. please) from the Area Education Officer, Northern Area Office, Market Street, North Walsham, Norfolk NR28 9BZ. Closing Date: 28th January, 1987. (36122) 110012

### NORTH YORKSHIRE
**BILTON GRANGE CP SCHOOL**
Harrogate
(Group 5)
DEPUTY HEADSHIP
For September or earlier if possible.
Application forms (sae please) from Area Education Officer, 59 Grove Road, Harrogate HG1 5ER, returnable by 23.1.87.
(37633) 110012

### NORTH YORKSHIRE
**SALTERGATE CJ SCHOOL**
Harrogate
(Group 5)
DEPUTY HEADSHIP
Suitably qualified and experienced teacher. Please state curricular strengths and interests.
Application forms (sae please) from Area Education Officer, 59 Grove Road, Harrogate HG1 5ER, returnable 21.1.87. (37634) 110012

### NORTHAMPTONSHIRE
WELLINGBOROUGH ST BARNABAS C.E. INFANT SCHOOL
St Barnabas Street, Wellingborough, Northants. NN8 3HB

APPOINTMENT OF DEPUTY HEAD - Group 3

Required for April or possibly earlier, suitably experienced teacher for the Deputy Headship of this Church of England (Controlled) Infant School.

Closing date - 23rd January.

Details and application forms (s.a.e.) available from the County Education Officer (Ref. MH), Northampton House, Northampton NN1 2HX.

Northamptonshire welcomes applications regardless of marital status, sex, race and disability.
(37072) 110012

### NORTHAMPTONSHIRE
NORTHAMPTON HEADLANDS LOWER SCHOOL
Bushland Road, Northampton NN3 2NS

APPOINTMENT OF DEPUTY HEAD - Group 6

Applications are invited from enthusiastic and suitably experienced teachers for the Deputy Headship of this Lower School which has a 39 place nursery unit and a unit for hearing impaired. The post is available from April or September.

Closing date - January 23rd.

Details and application forms (s.a.e.) available from the County Education Officer (Ref. MH), Northampton House, Northampton NN1 2HX.

Northamptonshire welcomes applications regardless of marital status, sex, race and disability.
(37075) 110012

### OLDHAM
METROPOLITAN BOROUGH OF OLDHAM

EDUCATION COMMITTEE

BARE TREES JUNIOR SCHOOL
Holly Grove, Chadderton, Oldham

DEPUTY HEAD - Group 4

Required for the Summer Term 1987 for this semi open plan school.

Applicants should have successful primary teaching experience and should possess some management skills. The successful candidate should have experience of, and be willing to take and support initiatives in school wide curriculum development.

A Commitment to a child centred approach is essential.

Application forms/ further details (sae) from the Director of Education, Old Town Hall, Middleton Road, Chadderton, Oldham OL9 6PP returnable to him by 26 January 1987.

An Equal Opportunity Employer. (37808) 110012

### ROTHERHAM
METROPOLITAN COUNCIL

Rotherham is an equal opportunities employer

BRAMPTON ELLIS C. OF E. (A) JUNIOR SCHOOL

Required for Easter, 1987

DEPUTY HEAD TEACHER - GROUP 4

A practising Christian is sought who will take an active roll in Church activities in the School and Parish.

Closing Date: 21st January, 1987.

Further particulars and application forms may be obtained from Rev. J. Jowett, Christchurch Vicarage, Christchurch Road, Wath upon Dearne, Rotherham. If you have not received an acknowledgement within three weeks of the closing date your should assume that your application is unsuccessful. G. Crane, Director of Personnel Resources. (37146) 110012

### SALFORD
**CITY OF SALFORD**
**EDUCATION DEPARTMENT**
**GROSVENOR ROAD JUNIOR SCHOOL**
Parkgate Drive, Swinton M27 1LN
Required as soon as possible.
DEPUTY HEADTEACHER
Group 5.
Application forms and further particulars are available from Chief Education Officer, Education Offices, Chapel Street, Salford M3 5LT.
Completed forms should be returned by 23 January 1987.
(37351) 110012


**CROWNFIELD JUNIOR SCHOOL**
**Roll 275**
**White Hart Lane, Collier Row, Romford RM7 8JB**
**Tel: Romford 47070**
**Headteacher: A.R. Thompson**
Required for April 1987
**DEPUTY HEADTEACHER Group 5**
**Application forms are available (sae please) from the Director of Educational Services (Ref: STAFF-ING/PJM), Mercury House, Mercury Gardens, Romford RM1 3DR. Closing date: 23rd January 1987.**
Havering
(11729)

Applications are invited for the following DEPUTY HEADSHIPS with effect from 27th April 1987.
**I Feltham Hill Junior School (Group 6) –**
**Re-advertisement Ashford Road, Feltham, Middx Tel: 890 4560**
Headteacher: Mrs H G Miller B.Ed.
Candidates should have a good understanding of current educational issues and the management role of the Deputy Headteacher in a large junior school.
**II Orchard Junior School (Group 4)**
**Orchard Road, Wellington Road South, Hounslow Tel: 570 6247**
Headteacher: Mr R J Germany
Candidates should be experienced teachers able and willing to contribute to the development of the curriculum and to assist in organisation and management.
**Applications and further details available from the Director of Education, Civic Centre, Lampton Road, Hounslow TW3 4DN (Ref: PA/EBA), to whom they should be returned.**
Interested applicants are welcome to visit the schools by arrangement with the Headteacher.
Closing Date: 23rd January 1987
WE ARE AN EQUAL OPPORTUNITIES EMPLOYER
London Allowance: £726 p.a. (11760)
Hounslow
An Equal Opportunity Employer

SOCIALISM AT WORK
*Tameside Metropolitan Borough*
**EDUCATION DEPARTMENT**
**DEPUTY HEADTEACHER POSTS**
ASHTON-UNDER-LYNE BROADOAK INFANT SCHOOL
**Deputy Headteacher – Group 4.**
**Applications are invited from enthusiastic and experienced teachers for the post of Deputy Headteacher at this Infant School which is situated in the centre of the township of Ashton-under-Lyne.**
DUKINFIELD CLARENDON FIELDS C.P. SCHOOL
**Deputy Headteacher – Group 4.**
**Applications are invited from enthusiastic and experienced teachers who should have a wide range of experience over the Primary age range who are interested in a co-operative teaching approach in an open-plan primary school. An ability to work alongside the Headteacher taking a leading role in curriculum development and sharing the management of the school.**
STALYBRIDGE BUCKTON VALE C.P. SCHOOL
**Deputy Headteacher – Group 4.**
**Applications are invited from enthusiastic, experienced and successful teachers for the post of Deputy Headteacher of this County Primary School, which is situated in a semi-rural environment. The successful candidate would be expected to act as co-ordinator throughout the school and should offer an expertise in one or more areas of the curriculum.**
**Application forms and further details for the above posts obtainable from The Director of Education, Teachers' Staffing Section, Council Offices, Tameside MBC, Wellington Road, Ashton-under-Lyne, Tameside, OL6 6DL. Completed forms to be returned by 23rd January, 1987. (Tel: 061-344 3238)**
**ASSISTANT TEACHER POST**
DUKINFIELD BROADBENT FOLD C.P. SCHOOL
**Scale 2. An enthusiastic and experienced Junior teacher required from January, 1987, to take responsibility for an area of the curriculum and give leadership in a team teaching situation.**
**Application forms obtainable from and returnable to The Director of Education, Teachers Staffing Section, Tameside MBC, Council Offices, Wellington Road, Ashton-under-Lyne, Tameside, OL6 6DL, as soon as possible. (Tel: 061-344 3238)**
AN EQUAL OPPORTUNITY EMPLOYER

## PRIMARY DEPUTY HEADSHIPS

continued

**SEFTON**
METROPLITAN BOROUGH OF SEFTON
FOREFIELD INFANT SCHOOL
Forefield Lane, Crosby, Liverpool L23 9SL.
DEPUTY HEADTEACHER (GROUP 4)
Required for SUMMER TERM 1987
The successful candidate will initially take responsibility for a reception class and will be expected to take a leading part in curriculum development and have responsibility for one major curriculum area.
Application forms and further details may be obtained, on receipt of s.a.e., from the Headteacher of the school, to whom completed forms must be returned by 23RD JANUARY 1987. (37254) 110012

**SHROPSHIRE**
OSWESTRY RC PRIMARY SCHOOL
Upper Brook Street, Oswestry, Shropshire SY11 2TG
Tel: Oswestry 652849
Required for Easter or September 1987, Permanent, Full-time Dep. Head Scale 3 Teacher to take an active role in the life of the whole school and curriculum development. Commitment to direct experience approach an advantage. Initially to teach Reception Class. Practising Catholic preferred.
Application forms and details from the Head (SAE) preferred. (37554) 110012

**SUNDERLAND**
BOROUGH OF SUNDERLAND
EDUCATION DEPARTMENT
PLAINS FARM PRIMARY SCHOOL
(Group 4)
Required for Easter, 1987:-
DEPUTY HEADTEACHER (GROUP 4)
Application forms are obtainable from the Director of Education, P.O. Box 101, Town Hall & Civic Centre, Sunderland SR2 7DN on receipt of a stamped addressed foolscap envelope to be returned by 23rd January, 1987. (37600) 110012

**SURREY**
EDUCATION COMMITTEE
HORLEY COUNTY FIRST SCHOOL
Lumley Road, Horley RH6 7JF
Group 5, NOR January 1987 - 280
DEPUTY HEADTEACHER
Required for April or September 1987 for this Group Five First School, which is to be refurbished in 1987. Applicants should be enthusiastic and experienced class teachers prepared to lead curriculum developments.
Salary Scale £10,308 - £12,846 p.a.
Application form and further details from South East Area Education Office, 123 Blackborough Road, Reigate RH2 7DD. Tel: Redhill 74166. Closing date 23 January 1987. (46268) 110012

**SURREY**
EDUCATION COMMITTEE
COURT LODGE COUNTY FIRST SCHOOL
Court Lodge Road, Horley RH6 7RR
Sept. 1986 NOR 167
DEPUTY HEADTEACHER
Required from April 1987 for this Group 4 County First School for pupils aged 5 - 8 years.
Applicants should have good classroom practice to share with colleagues, possess qualities essential for effective leadership and be prepared to lead curriculum development and organisation.
Salary Scale £9,252 - £12,000 p.a.
Application form and details from S.E. Area Education Officer, Tel: Redhill 74166, Ext. 4416.
Closing date 23 January 1987. (46270) 110012

**SURREY**
EDUCATION COMMITTEE
HURST GREEN COUNTY FIRST SCHOOL
Wolf Wood, Hurst Green, Oxted RH8 0MJ
Sept. 1986 NOR 148
DEPUTY HEADTEACHER
Required for September 1987 for this Group 3 County First School for pupils aged 5 - 8 years. Applications are invited from suitably experienced and qualified teachers, and applicants with a particular interest in Curriculum Development in Mathematics and Science will be welcome.
Salary Scale £7,905 - £11,163 p.a.
Application forms and details from S.E. Area Education Officer, Tel: Redhill 74166, Ext. 4416.
Closing date 23 January 1987. (46271) 110012

**TRAFFORD**
METROPOLITAN BOROUGH OF TRAFFORD
EDUCATION DEPARTMENT
MOSS VIEW PRIMARY SCHOOL
Moss View Road, Partington, Urmston M31 4DX
Tel: 061-775 5202
DEPUTY HEAD (Group 3)
Required from 23rd February 1987 or as soon as possible thereafter. At present required to teach upper juniors.
Application forms are available from and returnable to the Head at the School.
Closing date: 23rd January 1987. (45886) 110012

**WEST SUSSEX**
DEPUTY HEADTEACHER GROUP 3
BALCOMBE C.E. (P) (CONTROLLED)
Required April 1987 a DEPUTY HEADTEACHER for this group 3 village school due to the promotion of the current holder. An enthusiastic and caring teacher is sought to undertake the responsibilities of the post. The ideal candidate should have some infant/reception experience and the ability to offer music would be a distinct advantage.
Form and details from the Mid Sussex Area Education Officer, Beckworth House, Black Hill, Lindfield, Haywards Heath, West Sussex RH16 2DU, s.a.e. please. (37236) 110012

**WILTSHIRE**
Please see display advertisement on Page 32. (12940) 110012

**WIRRAL**
METROPOLITAN BOROUGH OF WIRRAL
ST. JOSEPH'S R.C. AIDED PRIMARY SCHOOL
Woodchurch Road, Birkenhead L43 5UT
Required for the beginning of the Summer Term 1987 or earlier if possible.
DEPUTY HEADTEACHER FOR THIS GROUP 6 PRIMARY SCHOOL.
(Age range 5-11 plus Nursery Unit).
This vacancy occurs because of the promotion of the previous post holder.
Catholic Teachers Certificate in Religious Education essential.
Application forms and further details available from Mrs. A. McGarry (s.a.e. please).
Completed forms with letter of application and the names of two referees should be sent to the Headteacher at the school.
Closing date 30th January, 1987. (37709) 110012

**BEDFORDSHIRE**
COUNTY COUNCIL
SOUTHERN AREA
EDUCATION OFFICE
PRIMARY SCALE 2
Required for April 1987
Based at ST VINCENT'S R.C. LOWER SCHOOL
Hammersmith Gardens, Houghton Regis
Tel: 862456
A teacher offering good classroom practice together with expertise in one or two areas of the curriculum. Scale 2 post available for suitable applicant. Practising Catholic preferred.
How to Apply: Application Forms available from and returnable to the Headmistress. S.A.E. please. (37369) 110020

**BEDFORDSHIRE**
PRIMARY SCALE 3
Required for April 1987
Based at WILLIAM AUSTIN JUNIOR SCHOOL
Austin Road, Luton, Beds.
Tel: 572100
An experienced teacher, Scale 3, to act as year co-ordinator and also develop language and drama throughout the school.
How to Apply: Application forms available from and returnable to the Headmaster. S.A.E. please.
Bedfordshire is an Equal Opportunities Employer. (37368) 110020

**BEDFORDSHIRE**
COUNTY COUNCIL
SOUTHERN AREA
EDUCATION OFFICE
PRIMARY SCALE 3
Required for April 1987
Based at MAIDENHALL JUNIOR SCHOOL
Newark Road, Luton, Beds.
Tel: 571303
HEAD OF FIRST YEAR, Scale 3 + SPA.
Applicants should be committed to a thematic approach.
How to Apply: Application forms available from and returnable to the Headmaster, S.A.E. please.
Closing Date: 27.1.87. (37367) 110020

**BERKSHIRE**
ST MARY'S RC (JMI) SCHOOL
Cookham Road, Maidenhead, Berks. SL6 7EG
Required April 1987 a well qualified and experienced Scale 2 teacher, to lead Infants Department in this semi-open plan school. Must be practising RC. Pianist preferred.
Please apply to the Headteacher for application form and further details. No closing date.
An Equal Opportunity Employer. (37692) 110020

**BROMLEY**
PICKHURST INFANT SCHOOL
Pickhurst Lane, West Wickham, Kent BR4 0HL
Tel: 01-462 3196
(Group 5)
Required for Easter, 1987. An experienced Infant Teacher to be responsible for either Mathematics or Computer Education in this large Infant School. Scale 2.
You should be competent to teach across the infant age range in all subjects but have a particular interest in Mathematics or Computers. The ability to lead staff discussion and development in one of these curriculum areas is essential.
Application forms and further details available from and returnable to the Headteacher (large sae please) by 20th January, 1987. (46251) 110020

**BROMLEY**
PICKHURST INFANT SCHOOL
Pickhurst Lane, West Wickham, Kent BR4 0HL
Tel: 01-462 3196
(Group 5)
Required for Easter 1987. Experienced Infant Teacher to be responsible for either Mathematics or Computer Education in this large Infant School. Scale 2.
You should be competent to teach across the infant age range in all subjects but have a particular interested in Mathematics or Computers. You should be able to lead staff discussion and development in one of these areas of the curriculum.
Application forms and further details available from and returnable to the Headteacher (large s.a.e.) by 20th January 1987. (37574) 110020

**BUCKINGHAMSHIRE**
COUNTY COUNCIL
Equal Opportunity Employer
BROOKMEAD COUNTY COMBINED SCHOOL
High Street, Ivinghoe, Leighton Buzzard, Beds. LU7 9EX
Headteacher: K.C. Gorman
Present Roll: 206 pupils
Scale: 2
Required EASTER 1987 a Teacher for Reception First year children. Ability to organise Music throughout the school would be an advantage.
Assistance with removal expenses is given in approved cases.
Application form & further details (s.a.e.) from, and to be returned to, the Headteacher at the school. (37614) 110020

**BUCKINGHAMSHIRE**
MILTON KEYNES AREA
EQUAL OPPORTUNITY EMPLOYER
ST MONICA'S RC COMBINED SCHOOL
Currier Drive, Neath Hill, Milton Keynes MK14 6HB
A Scale 2 Teacher required for April 1987 to apply an academically rigorous approach to the area of physical and health education. An interest in the development of audio-visual resources would be desirable.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Application forms and further details are available on receipt of a foolscap stamped addressed envelope from the Headteacher, A.J. Mackle, M.A. Closing date 26 January 1987. (37816) 110020

**CROYDON**
LONDON BOROUGH OF CROYDON
EDUCATION COMMITTEE
ROCKMOUNT JM & I SCHOOL
Chevening Road, Upper Norwood, London SE19 3ST
Tel: 01-653 2619
An experienced teacher (Scale 2) is required to teach a class of first year junior children.
Additional responsibilities will include supervising the running of the school library and also developing the humanities curriculum throughout the school.
For further details please contact the Head Teacher. Visits to the school are most welcome.
Salary: Scale 2.
Tenable: Summer Term (37902) 110020

**DORSET**
FERNDOWN MIDDLE SCHOOL
Church Road, Ferndown, Dorset BH22 9ET
(N.O.R. 700 Age range 9-13)
Required Easter, 1987. Scale 3 Co-ordinator Scale 3.
Imaginative and enthusiastic teacher required to lead specialist team in an important curriculum area. Applicants should be conversant with modern C.D.T. practice as applied to this particular age range.
Application forms and further particulars from the School. Closing date 25th January 1987. (37318) 110020

**DORSET**
LYTCHETT MATRAVERS SCHOOL
Lytchett Matravers, Poole (age range 5-11 years)
Required for April, 1987 enthusiastic and experienced teacher to be responsible for Language Development throughout the School. Scale 2.
Apply in writing to the Head, giving full c.v. and names and address of two referees. (45925) 110020

**CAMBRIDGESHIRE**
(EQUAL OPPORTUNITY EMPLOYER)
ST. BOTOLPH'S C.E. (C) PRIMARY SCHOOL
Oundle Road, Orton Longueville, Peterborough PE2 0EA
Tel: Peterborough 231313
Head Teacher: Mrs. J.C.M. Jones, J.P.
Required for April, 1987:-
A suitably qualified and experienced teacher for a Scale 2 post in a Group 5 Primary School. Please state curriculum strengths.
Possible housing assistance.
Further details and an application form available from the Head Teacher at the above address (s.a.e.). Closing date for receipt of applications: 23rd January, 1987. (45849) 110020

**CAMBRIDGESHIRE**
(EQUAL OPPORTUNITY EMPLOYER)
BISHOP CREIGHTON COUNTY PRIMARY SCHOOL
Vineyard Road, Peterborough PE1 5DB
Tel: Peterborough 43898
Headmaster: Mr. T.H. Jones
Required for April, 1987:-
Scale 3/2 Teacher (according to experience) - Special Needs Centre.
An adaptable teacher with special needs experience in mainstream or special schools is required for the further development of this centre. The post will involve working with a small group of children who have a wide range of educational needs. Integration with the base school will be vital.
Possible housing assistance.
Further details and an application form available from the Head Teacher (s.a.e.).
Closing date: 23rd January, 1987. (36138) 110020

**CAMBRIDGESHIRE**
(Equal Opportunity Employer)
WITCHFORD CE PRIMARY SCHOOL
Witchford, Ely, Cambs.
(160 on Roll)
SCALE 2
Required for April 1987, enthusiastic teacher to teach a class of younger JUNIORS and to be responsible for developing and co-ordinating mathematics throughout the school.
For further details and application form, please apply in writing to Headteacher, Mr. J.E. Oates, enclosing s.a.e. Closing date for applications 22nd January, 1987. (36139) 110020

**CAMBRIDGESHIRE**
NORTHERN AREA
EDUCATION DEPT.
Peterborough
Scale 4 Area Co-ordinator for Children with Special Needs.
See display advertisement on Primary page. (37187) 110020

**DORSET**
RE-ADVERTISEMENT
SPRINGDALE FIRST SCHOOL
Springdale Road, Broadstone BH18 9BW
(Age Range 5-9)
Required April or September 1987, enthusiastic First School teacher to co-ordinate mathematics throughout school. Scale 2 Post (Scale 1 Post for suitably qualified experienced candidate).
Further details and application forms from the Headmistress on receipt of s.a.e.
Previous applicants automatically be reconsidered.
Closing date 31st January 1987. (45926) 110020

**DUBAI**
THE RASHID SCHOOL FOR BOYS
Substantial Tax free salary
See Overseas. (37877) 110020

**ENFIELD**
LONDON BOROUGH OF ENFIELD
HAZELWOOD INFANTS SCHOOL
Hazelwood Lane, London N13 5HE
Roll 244
Required April 1987, an experienced and enthusiastic INFANT CLASS TEACHER who can develop Science together with at least one of the following: R.E./Health Education, Multicultural Education, Craft within the School. Please indicate particular curriculum areas of interest.
London Allowance. Forms (with SAE) obtainable from, and to be returned to, the Head Teacher by 23rd January 1987.
An equal opportunity employer. (37388) 110020

**ENFIELD**
LONDON BOROUGH OF ENFIELD
PERMANENT PERIPATETIC TEACHERS SCALE 2
Vacancies for full or part time teachers exist within our staff for peripatetic terms, long and short term absence, in the Boroughs primary schools.
Applicants should be experienced teachers who are flexible, adaptable and who offer a range of curriculum and age group specialisms.
Applications will be welcome from experienced primary teachers wishing to broaden their experience and enhance their career prospects.
London Allowance.
Contact Diane ... the Education Department, Establishment Section for further information and an application form. Tel: 01-366 ... write to Education Department, Box 56, Civic Centre, Silver Street, Enfield EN1 3XQ.
An equal opportunity employer. (37389) 110020

**Lancashire County Council**
AN EQUAL OPPORTUNITY EMPLOYER

The following are required for the 1st May, 1987 and the closing date is 22nd January, 1987.

**Primary Schools**

Application forms and further details from/returnable to the District Education Officer, Civic Centre, PO Box 33, West Paddock, Leyland, Preston.

READING AND LANGUAGE CENTRE BASED AT WALTON-LE-DALE COUNTY PRIMARY, PRESTON

**SCALE 4 – HEAD OF SERVICE.**

Advanced qualifications in reading and language. Casual car users allowance payable.

Application forms and further details from/returnable to the District Education Officer, Ewbank House, Cannon Street, Accrington

HYNDBURN READING AND LANGUAGE SERVICE

Based at Rishton Norden County High School.

**SCALE 3 – PERIPATETIC TEACHER.**

To teach small groups in Primary and Secondary Schools. Advanced qualifications in language and reading essential – Casual car users allowance payable.

(02194)

**CAMBRIDGESHIRE**

**NORTHERN AREA.**
**Required for April, 1987:–**

**Scale 4 Area Co-ordinator for Children with Special Needs.**

Possible housing assistance.

Further details and an application form available from the Senior Area Education Officer, Education Offices, Touthill Close, City Road, Peterborough, PE1 1JU to be returned by 23rd January, 1987.

(02178)

EQUAL OPPORTUNITY EMPLOYER

### Scale 2 Posts and above

**BARNET**
LONDON BOROUGH
REQUIRED APRIL 1987
COLINDALE JMI SCHOOL
Woodfield Avenue, Colindale NW9 6PJ
Tel: 01-205 8706
Roll Number 410
Experienced Infant Teacher with an interest in younger age group. Candidates are asked to state curriculum interests - Music an advantage. Scale 2 for suitable applicant.
Removal expenses and separation allowances available.
Application forms (S.A.E.) available from and returnable to the Headteacher by 23rd January 1987. (37398) 110020

**BARNET**
LONDON BOROUGH
HOLY TRINITY C.E.J.M.I. SCHOOL
Market Place, East Finchley N2 8DD
Roll 232
Required April, 1987 Teacher to be responsible for the co-ordination of MUSIC throughout the school and to be a Junior class teacher. Ability to play the piano for assemblies and school productions desirable. Scale 2.
A practising Anglican preferred but committed Christians of other traditions will be considered.
Removal expenses and separation allowances available.
Application forms (s.a.e) available from the Head Teacher and returnable to the Clerk to the Governors: Mr. D.W. Smith, 17 Abbots Gardens, East Finchley, London N2 0JG by 23rd January 1987. (37395) 110020

**BEDFORDSHIRE**
PRIMARY SCALE 2
Required for April 1987
Based at WENLOCK JUNIOR SCHOOL
Beaconsfield Road, Luton, Beds.
Tel: 30624
An experienced teacher of Lower Juniors initially. Ability to contribute to Health and Physical Education curriculum.
Scale 2 post is available for a suitable applicant.
How to Apply: Application Form available from and returnable to the Headmistress. S.A.E. please.
Bedfordshire is an Equal Opportunities Employer. (37370) 110020

**BROMLEY**
ST. JOHN'S CE PRIMARY
Maple Road, Penge SE20 8HU
Tel: 01-778 3066
For April 1987, an enthusiastic and experienced teacher (Infant or Junior) for a Scale 2 post with responsibility for Science or music. A strong interest in curriculum development and in-service training will be important. You should be in sympathy with the ethos of a Church of England Aided School.
Application forms and further details from the Headmaster at the school (large sae please) to whom completed forms should be returned by 20th January, 1987. (46253) 110020

**BROMLEY**
ST. PAUL'S CRAY C.E. (CONTROLLED) PRIMARY SCHOOL
Buttermere Road, St. Paul's Cray, Orpington, Kent BR5 3WD
Tel: Orpington 31993
For April 1987, an experienced, energetic and enthusiastic primary teacher to take a class of 8/9 year olds initially. This is a Scale 2 post with responsibility for Science and P.E. (including Games). This is an excellent opportunity to initiate a P.E. policy in this newly developed Primary School. You should be in sympathy with the teaching of the Church of England.
Application forms and further details from the Head-teacher at the School (large sae please) to whom completed forms should be returned by 20th January, 1987. (37104) 110020

**BROMLEY**
OAKLANDS JUNIOR SCHOOL
Oaklands Lane, Biggin Hill, Westerham, Kent TN16 3DN
Tel: Biggin Hill 73963.
Experienced class teachers (2) for April 1987.
Scale 3 post - Senior curriculum adviser for our Mathematics Team with additional administrative responsibilities. An interest in Science would also be an advantage.
Scale 2 post - Shared responsibility for Science, together with an involvement in our Language Team.
Application forms and further details are available from the Headteacher, Mr. James Laing, to whom completed forms should be returned by 20th January 1987. Visits welcomed. (37105) 110020





# Travel


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Photos: Christopher Portway

Kashmir – from houseboats to *gompas*

# The last Shangri-la

CHRISTOPHER PORTWAY

The visitor to Kashmir has a wide choice when it comes to a decision as to how time is to be spent: at one extreme a life of slothful ease in Srinagar; at the other trekking in the mountains at over 12,000 feet in which fitness will be severely tested. The choice of where to stay – hotel or houseboat – is more easily made since a houseboat in Kashmir is unique, its like not to be found anywhere else in the world.

These unwieldy craft are actually no more than a makeshift invented at the end of the last century in consequence of the Maharajah's edict prohibiting the ownership of land by Europeans. They are flat-bottomed, up to 40 metres long and not unlike the conventional artist's idea of Noah's Ark. Their construction is of Himalayan pine and the interior walls may be decorated with choice inlays of walnut and other ornamental woods. You may recline on stiff velvet cushions with lace doylies and curtains; Victoriana salvaged from a former boat. There is a sitting room, a dining room, a service pantry separating the fore part from a long corridor off which there are two or three airy bedrooms each with its own bathroom.

You can simply sit out on the verandah or laze on the roof letting life pass serenely by. No need to go to the shops – the shops come to you, the wares piled upon slender, gondola-like boats called *shikaras*. The same *shikaras*, in varying grades of comfort and size, provide transport across the lake and into the city waterways.

This is the base from which a visitor can go forth in search of a less languid occupation. All around stand the soaring shapes of the Himalayas enticing even the laziest guest into their evocative maw.

Trekking is becoming increasingly popular in Kashmir and the facilities for doing so improving by the year. The valleys of both the Lidder and Sind rivers are exquisite indeed; Pahlgan, in the former, at 7,000 feet is a fine camping site and a jumping-off point for treks of all calibres to and beyond the Kolahoi Glacier and the Tarsar Lake. The form is to set out with a retinue of horses and their charges; these tough and sure-footed ponies make good pack animals for rucksacks or mounts for when the going gets particularly rough or the way barred by fast-flowing glacial torrents.

Liddarwat has become a resting spot of considerable attraction; the sun pours down from a subtropical sky and yet the tall encircling pines seem to hold night forever beneath their branches. On the grassy slopes are a couple of timber cabins and a log restaurant providing, for those who require it, a taste of civilization amongst the savage grandeur.

Further afield, but still only 60 miles from Srinagar, lies Sonamarg, 9,000 feet up the Sind, where the scenery for the last dozen miles is exceptionally magnificent. Sonamarg itself is a disturbingly aggressive village, but outside its commercial bustle you will appreciate the sheer size and splendour of Himalayan landscapes. The sky remains that transparent blue, the snows are on the peaks and mountains sweep down gracefully to the wide valley.

At Sonamarg too you will be on the road to Leh, and on the threshold of adventure. Ladak, bordering both China and Pakistan, is still a sensitive region and one of the highest on earth. For the most part inhospitable and craggy, the forbidding terrain is arid beyond belief, with mountain peaks soaring three to four miles high. The double effects of elevation and isolation produce perhaps the most burdensome climate anywhere; burning heat by day, piercing cold at night and everything parched by the extreme dryness of the air.

Three passes offer the chief obstacles to the road that winds 470 kilometres from Srinagar to the Ladakhi capital. Baltal stands at the bottom of the 11,300-foot Zoji-La Pass, lashed until the end of May by a fiendish wind, and even when the pass opens after a long winter closure there is danger from avalanche, flood, landslide and rockfall. But over the Zoji-La the gentle green lushness of the Vale of Kashmir is no more as one enters the frowning brown uplands of Ladakh.

The road to Leh is another of the world's historic highways. Like the infamous Karakorum Highway in Pakistan it forms part of the legendary Silk Road that once linked the Indian Empire to Russia and China. The ribbon of broken tarmac is an engineering miracle on a par with the Royal Andean Road of the Incas and the Alaska Highway. The scruffy township of Kargil – Ladakh's second "metropolis" – is the halfway point; it is no more than a solitary street, some box-like shops and a cheap hotel or two. The mountains hemming it in are Tolkienesque, the valleys sweeping bowls of rubble. The tarmac of the road collapses into dirt, raising smokescreens of dust with every passing vehicle. Much of the traffic is military and has priority over civil buses, lorries and cars which are daily held up for hours in special lagers to await the passing of ponderous convoys.

Two more passes, Namila-La, 12,200 feet, and Fatu-La, 13,500 feet, have the road in crazed paroxysms of zig-zagging at their approaches, the summits seared by cold. Each successive village now displays an assortment of Chortens and the delicately-inscribed stones of Mani walls often bedecked with flags and bunting. "Better late than never", "Take your time not your life" exhort the road signs, advice steadfastly ignored by the Kashmiri driver, military and civil, their uncaring driving adding one more hazard to those that litter this astounding artery.

With India, Pakistan and China continuing to dispute their present-day borders in this lonely corner of the world the suburbs of Leh consist entirely of military barracks and encampments but dominating the skyline is the Potola-like royal palace, now partially in ruin, atop an outcrop regally surveying the town clustered around its base.

At 11,000 feet, Leh may not be the highest capital on earth but it is

continued


**SPECIAL HOLIDAY EXCLUSIVE TO READERS OF THE TIMES EDUCATIONAL SUPPLEMENT**

KUONI

Kuoni, one of the world's largest travel companies offers you

The Promise of

**INDIA**

(with optional extension of Thailand)

Departing August 4th, 1987 for 12 days (India) or up to 22 days including Thailand.

Cost £759 (India) or £946 to include Thailand

Following the immense success of a similar tour in March 1986, we are delighted to have the chance to offer readers of the TES the chance to visit this magical country. Why change a winning combination? – and so for 1987 the itinerary will include the favourites of Delhi, Agra, Jaipu and Sariska.

Come with us through the teeming busy colourful streets of Delhi, to Agra with the beautiful and elegant Taj Mahal and onto Jaipur this famed Pink City, home of the Palace of the Winds and then to the tranquil serenity of Sariska before returning to Delhi. Read on and savour this marvellous itinerary.

**4 August 1987 Day 1 London – Delhi**
Morning departure by Thai International scheduled flight from Heathrow to Delhi arriving later the same day. Transfer to Claridges where your accommodation will be ready for you.

**5 August 1987 Day 2 Delhi**
Morning free to relax and acclimatize. Afternoon sightseeing tour.

**6 August 1987 Day 3 Delhi**
Morning sightseeing. Afternoon visit to Delhi University or one of its constituency colleges.

**7 August 1987 Day 4 Delhi – Agra**
Morning departure by coach to Agra, visiting en route Sikandra Akbars Tomb. Possible visit to a local school. Afternoon visit to Agra Fort and Taj Mahal. Return this evening to see the Taj Mahal at Sunset.

**8 August 1987 Day 5 Agra**
Day at leisure. Overnight at Clarks Shiraz.

**9 August 1987 Day 6 Agra – Jaipur**
Morning departure for the long journey to Jaipur passing en route to visit the Fabled City of Fatehpur Sikri. Possible visit to local school. Then onto Jaipur with the rest of the day to relax in the Pink City. Overnight accommodation at Clarks Amer.

**10 August 1987 Day 7 Jaipur**
In the morning drive north across the plains to the walled fortress of Amber which you view from the lofty perch of an elephant. Afternoon sightseeing of Jaipur.

**11 August 1987 Day 8 Jaipur – Sariska**
Morning drive to Sariska Game Sanctuary arriving in time for lunch at Sariska Palace. Depart after lunch for Jeep Safari. Return to Palace for dinner.

**12 August 1987 Day 9 Sariska**
Rise before the sun for another drive into the Sanctuary in search of more wildlife followed by morning drive to Delhi. Afternoon free. Overnight at Claridges.

**13 August 1987 Day 10 Delhi**
Day at leisure. Overnight at Claridges.

**14 August 1987 Day 11 Delhi**
Day at leisure. Time for last minute sightseeing and shopping. Leave for airport very late evening.

**15 August 1987 Day 12 Delhi – London Heathrow**
Early morning flight to London arriving same day.

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## Cruising in the Aegean



Photo: Angela Humphery

# All decked out

ANGELA HUMPHERY

I had always thought cruises were for the aged or inform, an armchair way of travelling. Now I know different.

You fondly imagine that you have all the time in the world to lie back and relax and catch up on some reading. Not a bit of it – there's seldom an idle moment. Far from being a sedentary holiday, I discovered it to be for those with an immense amount of energy and stamina for burning the candle at both ends: late night cabarets and disco dancing and early morning calls for shore excursions.

In between times there is life-boat drill, lectures on excursions, Greek lessons, Greek dancing lessons, swimming in the pool, lunch around the pool, a sauna, having your hair done, dressing for dinner, having dinner, watching the cabaret, dancing, playing the slots or gambling in the casino – a free $3 chip is put in each cabin to tempt you to have a go.

On a sunny May morning we drove from our hotel in Athens to the port of Piraeus where we boarded the 14,000-ton *Oceanos*, one of the largest ships in the Epirotiki fleet, and on which we were to take a four-day cruise calling at the Greek isles of Mykonos, Santorini, Crete, Rhodes and Patmos and, finally, on to Kusadasi on the coast of Turkey.

Finding our way around this vast floating hotel with 258 cabins and six decks – Jupiter, Apollo, Venus, Dyonysus, Poseidon and Nereus was an IQ test. The public rooms include a dining-room, two huge lounges, three bars, library/writing-room, cimema, sauna, duty free boutique, hairdressing salon, two channel-radio and intra-ship telephone (although it's cheaper and you get a better reception if you ring home from ports of call), swimming-pool and disco; if you can find the time there are also games of chess, Scrabble, backgammon and ping-pong.

There is also a ship's doctor on board ($12 a visit) and a photographer who snaps away when you least expect it. (There was usually a nasty shock in his gallery when you saw the day's mug-shots – wobbling down the gang-plank or trying to dance the Sirtaki.)

Having been shown to our cabin on Dyonysos deck (two portholes, twin beds, shower and w/c) and unpacked, it was time to go up on to the sun-deck and watch us set sail for Mykonos, a distance of 92 nautical miles. Having spread ourselves out on the white deck-chairs, ordered an "Oceanos Obsession" (Cointreau, Galliano and milk) from the list of Epirotiki Specials, we lay back in the sunshine, watching the clouds drift by and the gulls gliding overhead. But not for long.

At 12.30 a buffet lunch of salads, cold meats, fish, hot dishes, desserts, cheese, fruit and coffee was served around the pool. At 2pm there was a briefing in English in the cinema (French, German and Spanish elsewhere) about life on board, the cruise programme and ports of call. At 3pm the purser's office opened for changing money and buying excursion tickets with a special package price of £48.50 – almost double if bought individually.

We did manage a snooze in the sunshine and to read a few pages before anchoring offshore in Mykonos which pops out of the Aegean like a vanilla ice-cream cone as you approach it. Prior to disembarkation, we had to collect our landing tags from a gigantic board in the main lounge and to remember once back on board to hang them back on the appropriate hooks so that the crew knew they hadn't left anyone ashore.

We clambered down the gangplank and into tenders for the five-minute ride to the jetty. Mykonos has to be one of the prettiest of all Greek isles. The white cubistic houses and the cracks between the paving stones in the narrow alleys are forever being whitewashed and the windows, shutters and doors painted a brilliant sky blue. There are 365 chapels on the island, one for each day of the year, built as a result of vows made by seamen while abroad. The shopkeepers sharpen their smiles for the beginning of the season while hanging up designer clothes in their doorways, and waiters flick napkins at the cats who darted under the tables of their tavernas.

Back on board there was a grand buffet dinner after which the captain's welcome cocktail party where a corpulent figure, whose brass buttons ran along rather than down his jacket, introduced us to his senior officers and attractive cruise manager, Gabriella Dikeos. Later she presented the welcome show (English dancers, two singers and a woman magician) in fluent English, French, German and Spanish, switching from one to the other without taking breath and speaking at the rate of machine-gun-fire.

Next morning a 5.30 call for the shore excursion to Santorini. We defected from the tour to the Minoan city of Akrotiri, discovered in 1967 and dating back to 1500 BC (the time of the volcanic eruption which caused the central part of the island to sink into the sea, many believing this to be the site of the "lost continent" of Atlantis), and chose to spend the two hours ashore exploring the town of Fira which looks like the icing on top of a gigantic cake. You can get up to it by cable car, on donkeys or on foot. We went up in the cable car and walked down, stopping to stare at the stupendous views.

Back on board at 10am we sailed for Crete (65 nautical miles) while hot consommé was served on deck. At 10.30 it was life-boat drill. After seven short blasts on the siren we had to go to our cabins to collect life-jackets and to see from instructions on the back of the door what number our life-boat was and where we were to assemble. Hundreds of passengers in bright red "Mae Wests" looked quite spectacular.

Before lunch free materials were available for those with a talent for fancy dress costumes, there was a backgammon lesson in the library and a jazzercise class plus a lecture on Rhodes, Patmos and Ephesus. We opted for another Epirotiki special, a Jupiter Jack-in-a-Box (apricot brandy, pineapple juice and Galliano) and an Apollo Apocalypse (vodka, vermouth and lemon slices).

At 3pm we arrived in Heraklion in Crete and took the excursion to Knossos, palace of the ancient Minoan Kingdom where we wandered around the royal chambers, dining hall and the remains of temples and sporting areas.

That evening we set sail for Rhodes (160 nautical miles) while tucking into the Oriental 1001 Nights dinner, after which there were prizes for the best fancy dress, won by a splendid old English lady who came as Santorini, her red costume topped with a flaming headdress.

At 8pm we went ashore in Rhodes and took the excursion out to the hilltop village of Lindos on the south-east coast. We walked up through the narrow cobbled streets lined with white houses and almond blossom to the Acropolis where a doric temple stands perched 400 ft above the sea. In the afternoon it was shopping in Socrates Street in Rhodes Old Town stuffed with exotic fur shops, wool and cotton sweaters, pottery, brassware and beautiful handmade silver and gold jewellery.

It was Greek Night on board and we were asked to wear the national colours of blue and white while sailing for Patmos (113 nautical miles) and eating Greek food. The cabaret, the best yet, was performed by the Greek crew and moussaka was served at midnight.

Next day was our last one and we arrived in Patmos (often called the Jerusalem of the Aegean) at 7am, jumping ashore from the tenders on to the pretty taverna-lined waterfront.

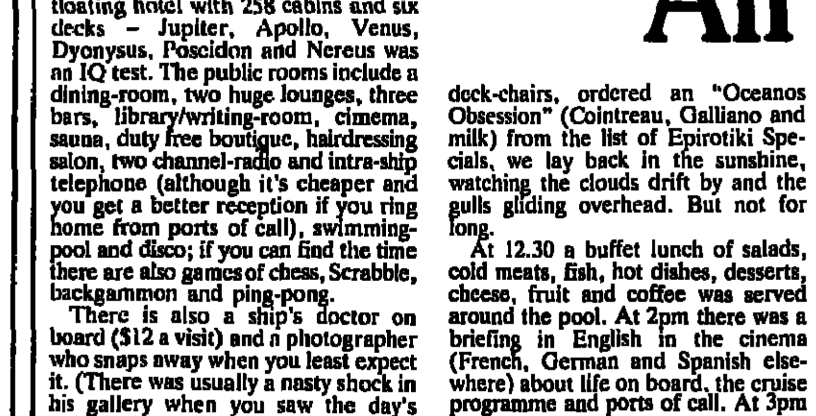
On this tiny holy island our bus wound its way up the steep hillside to the old town where the monastery of St John the Divine stands, below which is the Grotto of Apocalypse where he recorded the Book of Revelations.

After lunch we arrived in the Turkish port of Kusadasi. The cats which sat around the harbour tavernas were looking fatter than when I was there eight years ago. We bought boxes of dried figs and apricots, roasted almonds, sesame seed crunch, Turkish delight and handmade leather goods at a fraction the price they are in Greece.

We took the excursion out to Ephesus, the most complete ancient city ever excavated and built almost exclusively of marble. We stared down from the top of the amphitheatre facing the ancient harbour entrance-way, gazed at the legendary Hadrian's library, saw the city's bordello at the main crossroads and walked down the broad boulevard to the sea where Antony and Cleopatra must have once strolled hand in hand.

At the Captain's farewell dinner we were served champagne and there was applause as the lights were turned out and the flaming dessert brought in. That night we renamed "Baked Alaska" the "Santorini Eruption".

*How to get there* For further information contact the National Tourist Organization of Greece, 195–197 Regent Street, London W1R 8DL. Tel: 01-734 5997 (three lines). The four-day Greek Islands and Turkey cruise plus three nights in Athens cost from £425 per person with Grecian Holidays, 31 Topsfield Parade, Crouch End, London N8 8PT. Tel: 01-341 7171.



## The last Shangri-la continued

certainly the remotest and probably the most backward in time. It was here that three empires met, though it remains a nondescript town with some enchanting corners. In the market place inscrutable yaks meditate in the sun and gorgeously-attired women wearing triangular peraks bring back fragments of the faded charm. Here and there garish advertising bill-boards, disco music and Westernized restaurants plus a plethora of rough and ready hotels point the way that Leh must inevitably go.

The road along the Indus to the Hemis Gompa (monastery) is an unnerving straight line. Prayer flags flutter in the villages and copper prayer wheels driven by wind and water creak mournfully. *Gompas* such as those of Thoksey and Shre make dramatic edifices on high, contrasting woefully with the primitive mud dwellings at their foot. And with Hemis you have the largest *gompa* in the land, a towering balconied structure of Buddhist fervour. Go there, as I did, a day in June and you may be lucky enough to witness the annual "Mela" or festival, a colourful spectacle of massed and masked lamas performing strange, shuffling dances, their origins lost in time.

Ladakh could well be the last Shangri-la of this world. Attainable only by the fragile road and an erratic air service it – like the Hunza Valley at the head of the Karakorum Highway – exacts a price in physical discomfort for the getting there. Yet its people are gentle, hospitable and colourful though the double-edged consequences of tourism are ones with which they too have to come to terms.

Here among the barren, shattered landscapes splashed with small but brilliant patches of green, of forgotten palaces and forts clinging to sheer granite faces, and a medieval lifestyle of the ever-smiling lamas, is a magical corner of our world. It is one that all of us should set eyes upon just once in a lifetime.

E&F Travels (Creech Barrow, East Creech, Wareham, Dorset) will tailor-arrange your holiday in Kashmir for from the remarkably low cost of about £800 all-inclusive of return flights. The firm are agents for Kolahoi Trekking & Travels in Srinagar, which will provide hosts on its 5-star houseboats and guides on treks or other excursions if desired.

Information is also available from the Government of India Tourist Office, 7 Cork Street, London W1 and about South Asia in general from TPS, 3 Grosvenor Gardens, London SW1.



EXTRA

## Trans-Africa expeditions

# Continent of perpetual challenge

GAYLE HERCHAK

There used to be two types of people who went to Africa – jetsetters who were willing to pay a small fortune for a couple of weeks at one of Kenya's exclusive game lodges, and travellers with a keen sense of adventure who eagerly battled heat and mosquitoes to explore the very heart of the continent.

Aside from exorbitant costs, the average tourist was discouraged from travelling to Africa by the western media, which limited coverage of Africa to reports of acute famine and guerrilla warfare.

But now, with more and more competition in the airline industry, travel fares are down. And although few people are willing to put their lives on the line for the sake of adventure, many tourists are tired of routine holidays in France or Greece and are out for something different.

So perhaps it's not surprising that Africa, that dark continent of perpetual challenge that once was restricted to the eccentric and the rich, is now offered as a popular and accessible holiday adventure to many western travellers.

Like Freddy Lakers of the roadways, British overland companies are making a trans-Africa expedition a reality for budget-conscious, security-minded travellers. For a surprisingly modest fee, these companies will carry you through some of the toughest yet most spectacular terrain in the world.

There are a number of major overland companies now operating out of Britain, including Africa Access, Encounter Overland and Exodus, and countless one-man tour services. Offering a variety of tour packages ranging from two weeks to several months and taking travellers to the four corners of Africa, these companies advertise through popular travel agencies in the UK and throughout Europe, as well as in Canada, the United States, Australia and New Zealand.

Booked months in advance, one of the most popular trips is the trans-African expedition from Britain to Nairobi in Kenya which lasts roughly 20 to 26 weeks and costs approximately £1,000 to £2,500, depending on which company you go with.

That's a pretty good deal considering most jetsetters' package tours cost anywhere from £1,500 to £2,500 for a two-week, fly in and out run through east Africa's luxury game lodges.

Travelling in a military-style lorry by day and camping under the luminous star-filled sky by night, overlanders cross the Sahara Desert in Tunisia and Algeria. They begin delving into the black African culture in Mali, Burkino Faso and Togo, and then head through the heart of the continent traversing Niger, Nigeria, Cameroon and the Central African Republic. Next it's a voyage through the cryptic jungles of Zaire and on to the magnificent wildlife parks of Uganda, Tanzania and Kenya.

It's an incredible journey beyond the peripheries of African stereotypes to the dark continent few people know about.

In an unforgettable sojourn, overlanders wander through the sensual Sahara, an area that is not only a desert awash with rolling copper mountains of sand that rise to mauve-tinted sunsets, but also an isolated lunar landscape of gaping canyons and craggy castles of stone. Although the heat and endless sand traps make travelling difficult, the journey seems well worth the effort when overlanders come upon a remote Tuareg camp or spot a camel caravan silhouetted against a spectacular sunset.



Village women in Nigeria

Travelling through interior Africa, tourists discover that, although poverty and political strife are painfully prevalent in Africa, they do not engulf it; and bloated bellies and barbarian bureaucrats are not found everywhere. In most countries, the majority of inhabitants are simple but proud and happy eager to exchange a friendly word with travellers.

While many people would probably prefer to wander along such an inspiring route on their own, it is doubtful whether anyone heading across Africa for the first time would get very far without some sort of a guide and a lot of money.

Although Coca-Cola and the Holiday Inn have hit a few of its centres, the tentacles of western civilization have yet to reach the remote areas of Africa, which are still relatively untamed and void of effective travel services.

The 1,250-mile stretch between Tunis and the Algeria-Niger border is an area few people could navigate alone, even if they were willing to spend up to £15,000 to outfit a jeep and tackle it on their own. While offering some of the most striking scenery in the world, the Grand Erg Oriental is inanimate and intimidating and its windswept track systematically fades to obscurity. At the best of times, drivers must forge their way along mere scratches in the sand; after a windstorm they have nothing but instinct and a compass to go on.

The area is rife with tales of tourists who have perished in the desert when their vehicles broke down and they were forced to set out on foot. In one such case, four people succumbed just a few miles from the Algeria-Libya border. They had become confused among the shifting sands and died before they could find help.

The stretch between Tamanrasset, in southeast Algeria, and the Niger border has the dubious distinction of being known as North Africa's "vehicle graveyard". And it is not unusual to come across 50 vehicles or more in one day, many of them public transport buses in various stages of decay, as though the desert – like some huge monster – had swallowed the occupants and spewed out the remains.

It takes a strong person to beat a breakdown in the desert. Recently a young Frenchman became stranded in Algeria's graveyard when the engine in his 4 × 4 Peugeot succumbed to the heat. Realizing that if he abandoned it to search for help, his £10,000 vehicle would be stripped bare by desert looters, and possessing a determination few people have, the 26-year-old camped in his crippled vehicle for 12 blazing hot days and freezing nights, waiting for a truck to come by and tow him to the nearest town. By the time a commercial lorry appeared, like a mirage in the desert, he was infested with fleas and beginning to run out of water.

Although commercial overlanders certainly are not immune to breakdowns in the desert, at least they have the mechanical skills and the back-up from head office to ensure that no passengers are left to perish.

Traversing the jungle in the heart of Africa is every bit as challenging as forging a way through the desert. The few roads that do exist are primitive and pock-marked with gigantic oozing mudholes, vestiges of monsoon rains that make travelling in certain months virtually impossible.

Not even commercial overlanders can manoeuvre their way across Africa without having to slip a few gifts and extra money under the table at the odd border or ferry crossing. However, their talents in the border game and their knowledge of the official and unofficial rules can help minimize the inevitable bribery.

Like most Third World areas, Africa is a hotbed of disease and discomfort, where maintaining proper health standards is intrinsic to a safe journey. Although most travellers have to take care of their own vaccinations, passengers with commercial tour groups generally have the added protection of water purifiers and beach showers to help reduce bacteria-related illnesses.

And, while many individual travellers are forced to eat bacteria-ridden local foods, commercial tour companies have the capacity to store long-term supplies of dried foods so that an overland expedition is virtually self-sustaining.

None the less, an overland adventure is not problem free. Overlanding is a mobile exercise in cooperative living, to say the least. Eating and sharing sleeping areas with up to 22 other people for weeks on end, there is little room for privacy.

In parts, the expedition involves long drives through dusty, bumpy terrain which can stretch the nerves of even the most complacent personality. It's not unusual to have to muck in when a tyre blows or to help push when the vehicle gets stuck in the sand. Travellers aren't always greeted with friendliness by local Africans. A couple of years ago a vehicle from Dragoman Tours, a small British operator, was devastated when rioting students stoned passengers as they made their way through Khartoum.

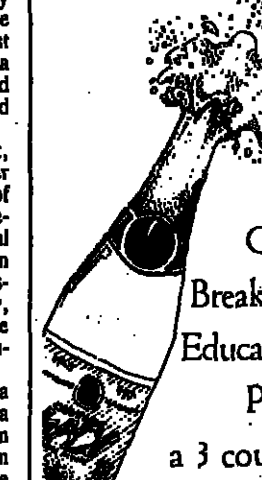
However, incidents like these are few and far between. At the end of the day, sitting by a fire watching the smoke waft to a myriad of stars in an open Sahara night, or listening to the distant beat of drums across a steamy jungle river, the discomforts and irritants of overlanding are usually remembered as just another exciting part of an African adventure.



Photos: Gayle Herchak

Tuareg tribesmen in the Algerian Sahara.

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EXTRA

USA – The Florida Keys

# Hopping down the Highway

**DAVID WICKERS**

The Florida keys are a chain of islands (*cayos* in Spanish means reef islands) that first appear off the state's southern shoreline and curl out into the Gulf of Mexico like a string of beads. They are threaded to the Overseas Highway, the most beautiful dead-end street in the world. From Bogart's and Bacall's Key Largo you simply drive-hop over 42 bridges, one seven miles long, until you can go no further. Cuba, the next stop, lies just 80 miles away across the emerald seas, closer than the southern tip of US mainland.

The highway follows the line of the old railroad built by oil tycoon Henry Flagler in the early 1900s to carry super-chic seekers of winter sunshine to his fleet of heavenly resort hotels, and then on by boat to Cuba. At that time Cuba was in favour with Americans. In fact it was America's playground, or, less euphemistically, its brothel. Flagler's masterpiece of engineering was destroyed by an almighty hurricane in 1935 but by then Key consciousness had been firmly raised and the road was merely a question of time. It was opened in 1940, passing over land that's mostly water and a sea that's mostly sky.

The climate of the Keys is subtropical, the ambience Caribbean and the amenities distinctly American – right down to the breakfast home fries, just "one item in our 50-item breakfast buffet" at the luxurious Hawks Cay resort hotel on Duck Key. The hotel has a Dolphin Training Facility, a pool where future Flippers are taught antics like leaping out of the water for a nice bit of raw fish; those who fail to make the grade could end up as another breakfast item.

The upper Keys are a popular haunt for fisherman, especially those who go in search of the ocean's big game. In sharp ecological contrast, the other "key" attraction is the 50,000 acres of submarine scenery found in the John Pennekamp coral reef park, the first underwater state park in the country. You cannot of course, catch fish, but you can don a mask and flippers and join them. There are 600 species, many of which can be spied without getting your feet wet from one of the glass-bottomed guided tour boats.

Islamorada at Mile Marker 82, midway between Miami and Key West, makes for an excellent pause in the hop south, especially if you can afford to put your feet up at Cheeca Lodge. There's more fishing, golf, tennis or just a gentle stroll along the hotel's wood-plank jetty before dining on stone or soft-shelled crabs or Popeye sized lobster claws, followed by native Key Lime pie.

Key West is America's last resort. It has long attracted a discerning if somewhat offbeat crowd. Its most famous conch (pronounced conk, the nickname for a resident as well as the king size crustacean – the type that brings the sound of waves crashing to your ears) was Ernest Hemingway. He wrote *To Have And To Have Not* plus several other machoworks, in his beautiful Spanish colonial home. It is now a museum, a living museum for scores of cats, many the curiously six-toed descendents of Hemingway's own 50 and more feline pets. Hemingway's ghost also resides in Sloppy Joe's bar, his favourite rum punch supplier, as well as the faces of several Papa lookalikes who float around the island in varying states of erosion.



Photos: David Wickers

**Watching the Sunset on Mallory Square, Key West**

Key West is a tiny speck of a place, no more than three miles by one in area, but dense with atmosphere. The Old Town is delightful, with wooden, weather-boarded buildings fronted by grand verandahs draped with hibiscus and bougainvillea and fringed with gingerbread grilles. Most of the houses were built by ships' carpenters out of the enormous profits made from shipwreck salvaging, once the island's economic mainstay. Key West used to be the wealthiest place in the entire country although Hemingway saw it as the "St Tropez of the poor".

The island has been spared the concrete high rise developments that plague the rest of the state through its residents' strong commitment to conservation. All new, restored or renovated buildings in Duval Street, for example, the main shopping, wining and dining artery that runs from the Atlantic Ocean to the Gulf of Mexico, have had to conform, both inside and out, to turn of the century charms. As a consequence you can idle away the peak heat times of the day deeply sunk in a cushioned bamboo or wicker chair, cooled by the mesmeric rotation of a ceiling fan and lulled into oblivion by the distant sound of someone else doing the washing up. Tennessee Williams, the best known writer in residence, believed that "time has a lovely habit of remaining time present in Key West".

The bad news is that Key West, though washed by two oceans, is short on good beaches. Smathers is the main public stretch of sand, a honky tonk gathering spot and no place for a peaceful snooze. But there are plenty of pools to go round and, for the more active, the surrounding ocean is a paradise for deep sea fishfolk. You can charter a boat with a Papa-esque old salt skipper and go in search of sailfish, tarpon, marlin, barracuda and monsters that are probably disgusting to eat but jolly impressive when stuffed and hung in the den next to the antlers.

Laid back is Key West's favourite adjective. You get the feeling that if the conches spoke in Spanish, every other word would be *mañana*. Traditions of social tolerance have fostered a large gay community which blends with a motley parade of styles, ranging from relegates of the hairy peace and love generation (now mostly well into their forties), Born Agains, bikers and "end of the rangers" to middle America on vacation in its more pastel shades. Key West is also a place where the authorities had to close down a fire station because too many of the firemen had been arrested on marijuana charges. But the island, despite its contradictions, is somehow without any sense of incongruity.

The easy-going flavour may have a lot to do with its even-tempered subtropical climate which hovers around the 70s in January, 85s in August. Key West evenings are rooted in the celebration of its famous sunsets. Both conches and visitors congregate in Mallory Square to watch, then applaud the solar spectacle, before drifting away to enjoy equally colourful and fiery cocktails in one of the thatched beach bars. It is the main event of the day, and you are sure to meet someone who came for a holiday in nineteen seventy something and "just hung on ever since".

**Ways and Means** Virgin Holidays have an enormous range of inexpensive holidays to Florida with various flexible options including two-centre stays, inclusive of car hire, from £419. See your travel agent for details.


Arrive in the Soviet Union with a case-load of western notions and you may well take them back with you. You will also fail to capture the magic of Moscow. True, you don't get all that many smiles as you stand for five minutes while a young official checks your height and hairstyle against your visa photo. He doesn't believe it's you and you remember you bleached your hair two years ago. Then you notice your surroundings. The airport is softly lit and tastefully decorated; the only signs of life are a cleaner with a mop and brush and a few muffled travellers from what looks like outer Mongolia sipping tea in the cafeteria.

The formalities over, we are hustled on to coaches and our Intourist guide Larisa sets about a little preparatory work for our flying Easter visit.

There are 160 of us on this first ever School Travel Service (STS) teachers' inspection visit to the Soviet Union. History teachers outnumber others in the group (20) with about 15 linguists and the rest from other disciplines. STS is the Harrods of the school travel service and also the oldest of all the tour operators. Over 800 school parties have travelled with them since tours to the Soviet Union first began in 1966.

The Russians promote their country in facts and figures. As we drove along the broad highway from the airport to the Hotel Sebastopol (one of the ones used by STS for school parties) the twinkling lights from the tower blocks signified that Moscow's eight and a half million inhabitants were at home in their two or three-roomed apartments (13 kopeks a square foot – average monthly rent about £7).

Larisa explained how the average monthly income of £190 was spent; with an excellent public transport system (five Kopeks anywhere in the city) cars are not top of the priority list. Electricity and gas cost 60 kopeks a month and telephone two rubles (about £2). Medical treatment and education are free and everyone is assured a state pension. With full employment and money to spend people are beginning to demand better shopping facilities: higher quality goods and access to them without queuing.

Next morning guide number two, Violetta, apologized for the drab appearance of prefabricated units put up in the 1950s and drew our attention to some recently designed flats, built of red brick with bay windows. Then came more statistics about the university and a broad panorama taking in the Lenin Stadium. It was a bright, clear day but even so the city wasn't looking its best after the harsh winter, the remains of which could be seen in the piles of dirty snow being cleared industriously by volunteers.

"It really is their country", commented an enthusiast from Edinburgh, remarking on these manifestations of civic pride. He is one of 79 teachers who plan to take a party to the Soviet Union as a result of the visit.

After a morning of concrete and prefabrication it made a pleasant change to wander in the grounds of the baroque New Maiden Convent where Ivan the Terrible imprisoned his son's wife and Boris Godunow was crowned Tsar. Why aren't there any postcards? we wondered. The revenue would surely help towards the cost of all that gold paint. Soon our speculations were interrupted by another stop, this time to admire the gilded domes of the Kremlin glinting in serried ranks behind the fortress wall.

A fountain played in the centre of the pannelled dining room of our lunchtime hotel as we lingered over consomme, mushroom salad, breast of chicken and black cherry ice cream. Hadn't someone told me you could never get served in restaurants? Yet another piece of misinformation.

Intourist meanwhile had plans for the press members of the tour. Over a convivial glass of mineral water (the result of the current restrictions on the consumption of alcohol) an official discoursed on the Soviet Union's plans for the expansion of tourism. Although school travel fosters good relations with neighbours on both sides of the Iron Curtain (about 8,000 schoolchildren visit Russia every year) Intourist are not primarily interested in school parties, which are not likely to generate much repeat business.

There doesn't seem to have been a great deal of constructive thought put into what youngsters might want from a holiday in the Soviet Union. It's hard to imagine many teenagers harvesting in Moldavia, getting to grips with one of Russia's 72 languages or sable hunting. We began to feel uneasy at the thought that there is little opportunity for Russian children to mix with their counterparts in British schools. (STS can arrange school visits but not exchanges with families, unfortunately.) However, at the mention of sporting links the discussion livened up as the possibilities of bringing over the football team were aired.

For teachers anxious about the lack of evening entertainment for the under 14s (after all, there is only so much history that can be absorbed) a sporting trip would obviously be welcome. But it is far too easy to assume that all pupils want from a school trip is disco and pop music. "We don't pay to go to Russia to do as we do at home", a group from Chesterfield wrote recently in *The Guardian*. "We were curious to sample a different culture".

In fact, the Hotel Sebastopol does have a disco which would give parties who stayed there a chance to mix with young Russians (punk hairstyles cause us a surprise). And there is the Metro. Just because you regularly negotiate Baker Street Underground in the rush hour doesn't mean you will be able to fathom the interchange at Arbat, Moscow's thoughtfully renovated pedestrian shopping street that is well worth a visit. People courteously point you in the right direction, but it does help to have your own map because once you are on the platform there is not even a colourcode to guide you.

STS are able to arrange evening entertainments. The circus is always popular and should, like everything else in Moscow, be approached with an open mind if the message of peace has an unusual show of light and colour extends to the West is to be fully appreciated.

Which pupils benefit most from a trip to the Soviet Union? Those studying history, modern studies and Russian, of course, but younger pupils – not just those intending to be specialists – could well gain much from the experience.

Although the cost of sending a child to the Soviet Union is prohibitive for some parents, many are willing to make the outlay for a trip that offers an experience beyond that of the normal family holiday. Perhaps the best reason of all for visiting the Soviet Union is, in the words of the Chesterfield group, to "reach a better understanding of East and West which will help remove the fears and suspicions that divide us . . ."

Or, as one of our guides put it: "We are blue, we are red. Let's keep them rosy".

Moscow – a suitable place for a school visit?

# Sussing out the city

**PHILIPPA DAVIDSON**

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Istria – sun, scenery and architecture

# Triangle of history

**DIANE SPENCER**

The man carrying a surfboard on his head, naked save for socks and sneakers, paused on the track to let our mini-bus pass. Feeling like voyeurs, and trying not to titter at the incongruity of it all, we sped on.

Our guide had insisted that we saw "the biggest naturist camp in Istria" as this form of accommodation is extremely popular in Yugoslavia, especially with the Germans. There are five in the Porec area alone and the one we glimpsed could take 14,000.

But these are, mercifully, things you can ignore and spend time gazing intently at the scenery and architecture instead.

Istria is the triangular peninsular pointing into the Adriatic sea from Trieste. Porec, the main town on the west, is a few hours across the water from Venice (day trips are possible). The climate is pleasant as it is protected from the harsher extremities of eastern Europe by the Ucka mountain range (which also staved off the ravages of the Chernobyl cloud still hovering at the time of my visit).



**Rovinj, the most Italian of Istrian towns**

The area has, to put it mildly, a turbulent history. Forming a natural bridge, or a pleasant haven between east and west, Istria has witnessed rule by the Romans, the Slavs, Charlemagne and the Croats – all before AD 1200. The Venetians became dominant during the next few centuries, then the Austrians.

In 1805 Napoleon acquired it, only to lose it to the Austrian Empire 10 years later. Given the racial composition of this empire, the Italians effectively reigned over the Croats and Slovenes until 1918. After the First World War which destroyed the Austro-Hungarian monarchy, the Italian Fascist government took over completely until they were defeated in the Second World War. Eventually Istria became part of the Yugoslav republic at a cost of much blood and toil. For the visitor, all this anguish has left a legacy of culture hard to beat in such a small area.

The Pula archaeological muscum (on the tip of the peninsula) reveals artifacts of prehistoric life found in nearby caves. The town itself is dominated by one of the best preserved Roman amphitheatres which was built in the reign of Augustus around AD 68 and seats some 23,000 spectators.

In Porec – pronounced like the Scottish breakfast cereal – you can stroll along narrow streets paved with huge 17th-century cobblestones which glisten under the midnight moon. The houses and shops with shuttered Venetian windows are dark and silent. It is safe. A short boat or car-ride away are the large tourist hotels with the usual trappings of things essential for a family holiday. But old Porec is undisturbed.

Down the coast is Rovinj, the most Italian of Istrian towns. The lion of Venice, a common symbol in these parts, sits proudly between the town hall windows. The church of St Euphemia dominates the hill overlooking the harbour; it is a pleasant stroll up twisting backstreets to reach it.

Perhaps the most elegant town lies on the east side of Istria. Opatija could be termed the first real tourist resort on the Yugoslavian coast. It developed in the last century like a spa town – down to the cafes selling rich cakes – much loved by its Austro-Hungarian aristocratic patrons.

But Rubac, once a fishing village, is now the main resort on that coast. Grotesque bits of Mussolini-esque architecture mar the town centre and some of the beaches are equally blighted by newish hotels, but some charm wins through.

Given some form of transport – (car hire is easy but not cheap) – the hinterland is well worth exploring. The tiny hamlet of Hum, famed as the smallest town in the world, on the other side of the Ucka mountain, can be reached by riding over it with the reward of spectacular views, or through it via the new tunnel. Hum boasts 24 inhabitants, examples of the oldest Slav script, the glagolitic alphabet on its buildings and an excellent restaurant run by the mayor.

Hippophiles would find a trip north to Lipice enchanting. There are reared the famous white horses, the Lipizzaner, supplied to the Spanish Riding School in Vienna since the 16th century. Troglodytes would like the Postojna caves, although the small train only affords a view of three out of the 13 miles of subterranean wonders.

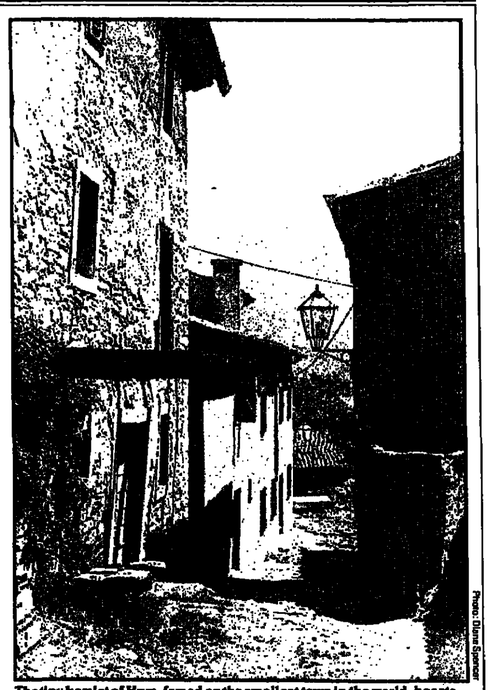


Photo: Diane Spencer

**The tiny hamlet of Hum, famed as the smallest town in the world, boasts an excellent restaurant.**

Considering their history, Istrians are surprisingly welcoming to strangers. We found no horror stories of muggings or cheating. And it is not all culture. Beaches are more likely to be rocky than sandy, but good bathing can be found and hotels have pools.

Some farmers have found a way of supplementing their income by re-creating "village feasts" in their barns. Visitors – often by the coachload, are greeted with grappa, or a similar home-distilled lethal speritif, bread and salt. A stroll round the farm follows, then dinner: lots of courses, lots of wine, dancing and daft games.

Food and wine are robust and cheap. All this can be found, with sun, no visas, and only a couple of hours from Gatwick.

Flair's holidays (with whom I travelled) start at £135 for seven days half board at the beginning of the season in April and rise to £223 on July 7 to August 9 for Porec. The firm has special deals for children.

Children's Paris

# Fun and games

**STEPHEN THOMAS**

At first sight Paris does not appear to be a practical or attractive holiday option for young children. The traffic, speed and intensity of the city would seem to make it a hostile environment for youngsters in the five to 12 age range. In fact this is far from the case as the thousands of school parties of primary and lower secondary school pupils who visit the city every year would no doubt testify.

Added to this, the increasing availability of holiday homes and gites in the countryside surrounding the city, and the possibility of house or flat "swapping" through agencies such as Intervac (6 Siddals Lane, Allestree, Derby) or Home Interchange (8 Hillside, Farningham, Kent), have made it considerably easier to establish a family base in or within striking distance of the French capital. And amid its apparently relentless urbanism, Paris has much to offer young children.

First of all there are the better known attractions such as the Jardin d'Acclimatation, the 25-acre zoo and amusement park in the Bois de Boulogne (Métro: Les Sablons) which has dolphins, a house of funny mirrors, pony rides and miniature golf. La Ferme du Golf is an unusual restaurant in which children can eat among the cows, goats and chickens. (Closed for Saturday lunch and on Sundays and Mondays.)

There are also zoos at Vincennes (Métro: Porte Dorée) and, within a stone's throw of Notre Dame, in the Jardin des Plantes. (Métro: Gare d'Austerlitz). The calmness of the Luxembourg Gardens is equally tempting. It has a splendid children's playground: huge climbing frames, slides, swings, and roundabouts as well as puppet theatres in the summer. There are also puppet shows in the Tuileries Gardens at 3 and 3.30pm on Wednesdays, Saturdays and Sundays.

The Pompidou Centre, now drawing even more tourists than the Eiffel Tower, is always a lively spot and the setting for open air performances by clowns, fire-eaters, jugglers, escapologists and musicians. Tucked into a corner of the piazza is a Bibliothèque d'Enfants in which youngsters can browse through books in most major languages.

An exciting new addition is Le Dragon near to the new Museum of Science and Industry at La Villette. (Métro: Porte de Pantin) Nearly a hundred yards long, the body of the creature is constructed out of wooden cable drums with a head shaped from old ventilation ducts which look as though they have fallen off the back of the Pompidou Centre. It teems with children inside it, over it and shooting down slides from its snout.

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Jerusalem – a different city

# In an airlock

**LINDA PROUD**

The road from Tel Aviv to Jerusalem is a famous one. In the Arab-Israeli war of 1967, it was a front and burnt out tanks and trucks have been left along it as memorials. But I did not want reminding of modern conflicts: I had come to see the past and as I peered out of the taxi I could see no tanks in the night, only the silhouettes of tall pines rising steeply on the banks of hills. They were loftily indifferent to our passing buzz; they whispered of the Palestine of T E Lawrence and Glubb Pasha and of more notable wayfarers than me, such as the bearded Holman Hunt passing in a canvas-laden caravan to paint biblical stories against authentic settings. In the roots of the trees were ancestral memories of the more colourful foes of the past, of Knights and Saracens, of Romans and Israelites, and men of the Land of Canaan.

I shared the taxi with a family of four ardent Zionists who were Glaswegians from New York, and with a man from the BBC. The driver was a Russian emigré who claimed to have been chauffeur to Ben Gurion. The father of the family told us all about the battles he had fought along this road in 1967.

Israel is very small. You can drive across it an hour, or two, depending on where you put the eastern boundary. The Israelis put it at the Jordan River, but the Arabs would like it to be at least where it was, through the middle of Jerusalem.

As we crossed the Jerusalem hills, the driver pointed proudly to the new suburbs, all built within the last twenty years. The taxi crossed the scar of a border when it entered East Jerusalem to drop me off. The barricades came down in '67 when the city was "re-united" but east of St. George's Road is a different city, a different world, from that which sports the air conditioned apartments, the Knesset and the Shrine of the Book.

St. George's Cathedral is an airlock between East and West. Knowing nothing of borders and divisions on the night I arrived, I stepped out of the taxi and back into England. Having booked into a Christian hostel at twenty dollars a night, full board, I was expecting a faceless house of dormitories, but instead found myself in the floodlit quadrangle of the Anglican Cathedral of Jerusalem. Its crenellated square tower was isolated by yellow spotlights and looked as if it had been cut out with scissors and stuck on a sky of navy blue felt. The windows of the Bishop's Close were a gothic stencil of trefoils and mullions. An Arab porter led me through tiled cloisters round an inner garden and up some stairs.

When he had gone, I went on to the gallery outside my room and looked down on the cloister garden. I could sense the lushness of it in the dark and there was an Arabian perfume in the air. The traffic roared and hooted outside the walls but the sky was silent, the moon was full, and from a nearby minaret a muezzin was calling the faithful to prayer.

The oriental hints of the night were fulfilled by the morning. A five minute walk along the Nablus Road took me past the Palestinian Pottery, past Arabs in grey suits and white muslin *kaffiyehs* who squatted on the pavement by antique typewriters pattering out letters for clients, past drivers lounging by idle taxis, past the water seller who, with ornate flask minaretted with tinkling cups, was a one-man janissary band, fat *fellahin* women in embroidered black dresses and dumpy sacks of herbs spreading over their heads, past beggars and newspaper sellers, to the Damascus Gate.

At the Gate begins the burrowing soukh, a tunnelling warren of cheap wares and tourist trinkets, crowded with shoppers. An old man wearing a tarboosh like a flowerpot on his head sat by a wall, his eyes blinded by cataracts. He had before him a cardboard box full of cotton reels, so old and dirty that they must have dated from the Mandate period. He sold none. The wall he leant on bounded The Holy Sepulchre.



Photo: Linda Proud

**On the Via Dolorosa**

Place of crucifixion, burial and resurrection, the Church of the Holy Sepulchre is a complexity of Christianity, with Greek, Latin, Armenian and Coptic sections and, somewhere among the domes of the roof, are the latecoming Ethiopians. Age peels off its flaking walls and gloom hangs inside it like a pall of incense. There was more of death here than resurrection and I fled the Holy Sepulchre within minutes.

As Israel is a palimpsest on Palestine, so is the soukh on the Via Dolorosa. Along the way came a procession of pilgrims, middle-aged citizens of the US wearing white cotton sun hats stamped "Galilee Tours". With faces of studied mournfulness, they bore on their shoulders a long, plain cross of blond pine. Their preacher had taken off his jacket in the heat and revealed his black shirt and clerical collar as a dicky-front tied on with tapes at the back. They threaded their self-conscious way through the crowd, past the cafe and the pizza kiosk, the postcard shop and the stall of pirated pop cassettes.

Going down the Via Dolorosa the wrong way, from Station XIV to Station I, the passion of Jesus plays backwards from the scene of crucifixion to the place of Pilate's condemnation. The market fades and the street begins to run under more tranquil arches. At St. Stephen's Gate I looked across to the Mount of Olives. Among pine and olive trees sit churches of all denominations but the eye is caught by the golden onion domes of the Russian Church of Mary Magdalene.

It was on the Mount of Olives that a Jewish friend, an emigré from America, explained Israel to me. We were standing on a terrace looking back across the Kidron Valley to the picture-postcard view of the Old City and Temple Mount. He gave me a potted version of the history of the Jews since the fall of the Second Temple in AD70. I had just been reading the Second Books of Kings, where god threatens the Jews with the Diaspora but promises their future return when once again they obey the Laws.

"Looking out here now, it's as if the prohecy is being fulfilled." "That's what many think. The trouble is that when the prophecy is fulfilled, it's the eleventh hour, the beginning of the end."

On the summit of the Mount of Olives on another day I watched the colours draining from the city as the sun set. My appetite for things historical was jaded. I had seen too many venerated stones. But on the other side of the hill was a view of Judea: deepening under the benediction of the sun were the apricot hills shadowed with damson on the terraces and plum in the valleys. The wilderness, the route from Jericho to Jerusalem. I thought that there I might at last sense the spiritual import of this land. But politics impinged, for this is the West Bank.

On the far side of the hill is Bethany. The head waiter at St. George's lived there and insisted on showing me the sights of his village. We went to the Tomb of Lazarus – where I looked down a hole and saw nothing – and the monastery at Bethphage – where I looked at the stone from which Jesus mounted the donkey. At Mousa's house I was fed a three-course meal while the family of fourteen looked on. They were observing Ramadan and would not themselves eat until nightfall. In their hospitality the Arabs are equalled by only one other race: the Jews.

After my first week, I gave up visiting sites, never went to Galilee, avoided tours to Bethlehem. I went to Jewish folk clubs and a bar mitzvah party. On the 27th of Ramadan I stayed up all night with Muslim friends in the Old City, waiting for God to come down from the sky. And on the road back to Tel Aviv I saw the burnt out tanks.



**Burnt out tanks along the road from Tel Aviv to Jerusalem, commemorating the 1967 war.**

## Fun and games
**continued**

worth a visit are the delightful *oiselleries* and *animaleries*, bird, pet and seed shops which line the Quai de la Megisserie on the Right Bank opposite the Conciergerie. (Métro: Chatelet) The cages along the pavement present a colourful and noisy prospect. Animalerie Vilmorin, 9 Quai de la Megisserie has red canaries, chipmunks, chinchillas and pigeons for 95 francs. Nearer to the Louvre is Oisselerie le Merle Blanc, 21 Quai du Louvre, packed with tortoise, ferrets, geese and guinea fowls together with a wealth of gilded and wicker cages. A bird market is held every Monday from 9am to nightfall in the Place Louis Lépine on the Ile de la Cité. (Métro: Cité.)

The superior Au Nain Bleu, 406, Rue Saint Honoré is hard to beat for toys. (Métro: Madeleine.) It is quite definitely up-market and sells marvellous but pricey toy soldiers, games, puppets and soft toys in an atmosphere of bourgeois gentility created by fearsome middle-aged ladies with spectacles dangling from chains. The Louvre now has an excellent Toy Museum. A cardboard Tin-Tin and Mickey Mouse usher you into a wonderful display, the highlights of which are a tea party of teddies with bears dating from the Thirties, a collection of reading books, toy soldiers, a miniature cavalry barracks, toy racing cars including a sleek Bugatti, games ancient and modern, as well as contemporary robots and transformers. Visitors can also sit and watch cartoon and comedy films featuring Laurel and Hardy, Popeye, Donald Duck and other favourites.

Paris also boasts an ice-cream shop which outshines even the best Florentine gelateria. At the western end of the quiet Rue Saint-Louis en l'Ile on the Ile Saint-Louis in the middle of the Seine, ice-cream is dispensed from the deceptively nondescript premises of "Le Glacier Berthillon" (Métro: Pont Marie). There are flavours to suit all tastes from delicious chocolate, fig or rhubarb to nut and cassis: four francs for a Chantilly splodge. The queue should not deter, it's well worth the wait. The shop is closed on Mondays and Tuesdays and, unfortunately, in August.

Equally irrestible are the many chocolate shops of the city. Most are frighteningly expensive but at Easter sell chocolate bunnies, chicks and ducks. In summer, undaunted by the weather, chocolate pails and shovels, starfish and shells are on display. The best known of these shops is La Maison du Chocolat, 225 Rue du Faubourg Saint Honoré near the Elysée Palace. (Métro: Ternes.)

Eating out for a family or for groups of children need not be an expensive affair. Once you get away from the Grands Boulevards into the quieter streets there are many restaurants serving a Menu Touristique, sometimes at prices as low as 40 francs for a three-course meal. Make sure that the menu says Service Compris or 12–15 per cent will be added for service. The French have a tolerant attitude to children in restaurants and it should not be difficult to get a child's menu of, perhaps, Jambon Frites.

There has been a proliferation of cheap self-service restaurants around the city in recent years, but one of the best bets is the cafeterias of the Grands Magasins, the big stores. The Self at Samaritaine (Métro: Pont Neuf) is on the fifth floor of the store and offers marvellous views of the Seine, the quais and the Ile de la Cité, together with bargain prices: 40–50 francs for a three course meal. (Open 11.30am to 3.00pm.) If you have to admit defeat on the issue of French food, Paris is yet another colony of the Macdonald Empire with two restaurants in the Boulevard St Michel and, perhaps more convenient, in the Champs Elysées.

The Métro not only provides an efficient and comfortable link between these spots, it is an exciting "must" in its own right with clean, fast rubber-wheeled trains on most lines. Few people realize that it runs overground for almost 10 kilometres in Central Paris and consequently provides a cheap and unusual sightseeing tour. Most of the Métro-aérien can be travelled by starting at the Etoile station under the Arc de Triomphe, taking the Direction Nation line, changing at Nation to the Direction Porte Dauphine line, returning to Etoile. This switchback of a route, at times below ground, at times suspended on pillars and bridges above the streets, gives fascinating glimpses of the city. RATP, the transport authority, organize conducted tours of the Métro and a visit to the central control room for groups of older children and students. (Ring: 346 41 06.)

As much fun is offered by the funicular railway which runs from the bottom of the hill of Montmartre to the Sacré Coeur. (Métro: Anvers.) And while on the subject of transport, a Parisian oddity is its shortest street, the Rue des Degrès, 5.75 metres long and ideal for tired walkers. (Métro: Strasbourg St. Denis.)

Without even touching the obvious attractions of traditional tourist Paris such as the Eiffel Tower or boat trips on the river, the city has considerable potential for a full programme of activities for families with young children or school groups.



The mystery of Easter Island

# Giants beside the sea

**GEOFFREY WATKINS**

From the navel of the world, or Te-Pito-o-te-henua, as the Polynesians call it, I looked out across the immensity of the Pacific Ocean. There was no sunshine. Only a few gulls and terns shrieked under the low grey clouds and above the restless waters. In my mind's eye I saw fierce warriors daubed in ochre driving their oars into the sea as they propelled their long canoes towards the shore; their purpose, the extinction of the gentle people of Rapa Nui.

Rapa Nui, or Easter Island, as it is better known, is a rugged yet beautiful and fertile island 2,300 miles off the coast of Chile, and it is Chilean territory. It is 15 miles long and 11 miles wide, triangular in shape with a volcano in each corner and is famed for over 600 giant statues – moais – those "monstrous legless cripples with heads too long for their massive trunks" as Alfred Métraux, the distinguished French anthropologist, describes them.

Pierre Loti was enchanted by the island, Thor Heyerdahl was captivated by it, as was the Dutch Admiral, Jacob Roggeveen who discovered it on Easter day in 1722.

I had flown here on the twice weekly flight by LanChile from Santiago. The plane is always full as it goes on to Papeete in Tahiti and a ticket for it has to be booked well in advance. And talking of tickets, LanChile offer what must be one of the best travel bargains in the world. For under 500 American dollars one can buy a 21-day ticket that enables you to fly backwards and forwards along the 2,700 mile length of Chile and to Easter Island as well, but the ticket can only be bought outside Chile.*

Now I was atop the extinct volcano of Rano Kao at Orongo, the village of the birdmen, having just pulled myself on my stomach out of one of the many stone boat houses that are found all over the island and where I had sheltered from the heavy rain.

Two hours before I had climbed to the top of the volcano, struggling through yellowish tufted grass, past thorn bushes and small trees, and watched with fascination the hawks that seem to inhabit the island in their hundreds indulging in aerial displays of courtship or jealousy.

Below me I could see the colourful rooftops of Hangaroa – the only town – with a population of over two thousand. Radiating from it were the red dirt roads lined with colourful shrubs and trees behind which were the neat bungalow homes of the people. In the middle of the island were gently rounded hills clothed in pale yellow grass, and around the coast the ragged band of waves crashing on the rocks was like a silver necklace encircling the island.

Arriving off the plane is an exciting and noisy experience. The first thing that hits you is the heat, then the bustling, clutching, talkative, cheerful women who drape you in leis and try to persuade you to stay at their place.

The small bungalow I had to share with another independent traveller ($30 a night) was set in a pretty garden, and such dwellings are dotted all around the sprawling town. It had two small rooms, each with two single beds and two bathrooms. It was simple, comfortable and clean. For those who like luxury and can pay for it there are three modern hotels.

That first evening as we took our place at the table crickets crackled in the long grass, dogs barked in the distance, two bare-footed horsemen on sheepskin saddles rode past our open window, the sky blushed as it turned from dusk to darkness, and I felt like a character in a Somerset Maugham short story. Then Mrs Ana Tepano Paoa entered the room bearing on a large plate a huge lobster, like the head of John the Baptist. And that was mine!

Later, as I walked down the dirt road into town, I was greeted by the local people, many of them on horseback, (there are a great many wild horses on the island). I passed a tin-roofed church with an "old man" Christ on a huge crucifix outside and inside a young woman reading the lesson to a mainly female congregation. The town boasts stores rather than shops, a bank, a post office, telephone exchange, police station, hospital, a school, large hall for social gatherings and souvenir shops. But the place has a nice air of informality.

Down by the shore where schoolchildren played football and netball under floodlights I saw my first moai, its back to the ocean like all the others, a silent monolith, as if standing on guard over the islanders. During the next seven days as I explored the island I saw many of these pitted angular giants on their ahus (platforms) on the


Photos: J Allen Cash

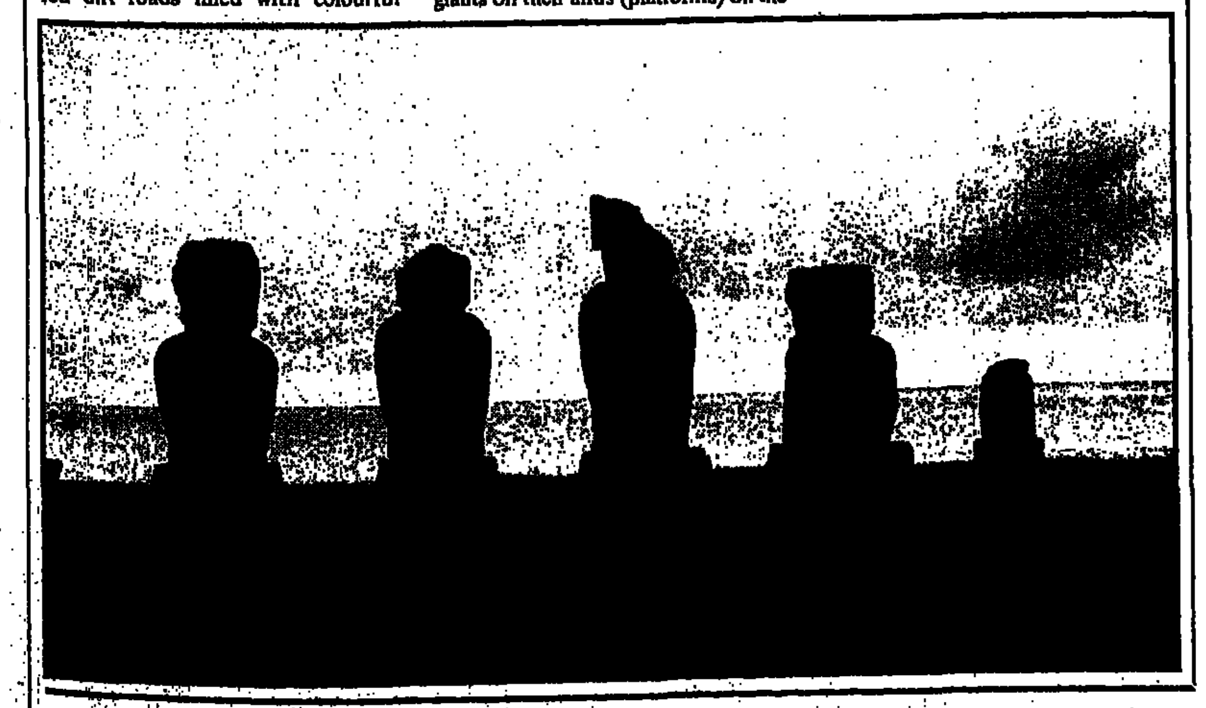
edge of the cliffs against the blue of the sea and sky. At Ahu Tahai there are five and beside it a solitary one wearing an enormous hat (weighing ten tons) called a pokao that reminded me of the headgear of a Billingsgate porter.

There are seven superb ones at the lonely valley at Ahu Akivi, and at the enchanting palm-fringed cove of Anakena where the kings of old had their palaces, there are five, three of them wearing pokaos. In this idyllic setting I bathed and if the water was cold the sand was sensuously warm.

At Rano Raraku, the huge quarry in an extinct volcano, where most of the moais were made, I saw an enormous recumbent moai, 50 feet long, that had been fully carved but was awaiting to be released from the rock face. It looked so contemporary that one felt that the workmen had only moments ago put down their tools and gone to lunch and would be back soon to complete the job. And on the side of the quarry are dozens of massive heads anchored in the soil.

As I stood in awe before these gigantic statues, most of them up to 32 feet tall and weighing up to 50 tons, I wondered, as archaeologists have done for nearly a hundred years, how

continued




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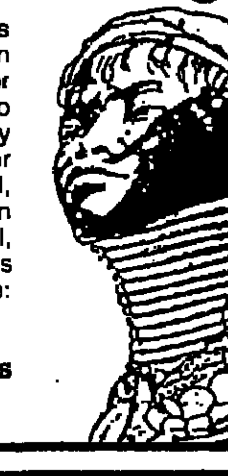
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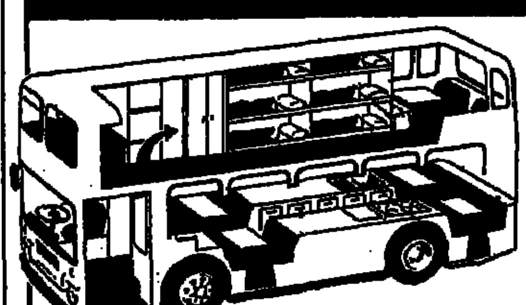
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EXTRA



## Giants beside the Sea continued

these colossii were moved when these people, believed to be of Maori origin, only had ropes made out of reeds, small tree trunks and ordinary man-power to help them.

And what happened about 1680 when all this creative activity ended? Were the people massacred by rival islanders? Did a tidal wave engulf the island? Or were they stricken down by some pestilence?

Poised on the edge of the volcano I looked down into that vast crater and what I saw reminded me of Conan Doyle's *The Lost World*. The whole surface at the bottom was covered in pools, some covered in slime, and they looked up like the malevolent eyes of a primeval subterranean creature. Reeds and shrubs grew between them and along the side of the crater grew grape vines, banana palms, fig and breadfruit trees. It suggested luxuriance and decay and many are the mysteries to be uncovered from those depths.

I then visited Cannibals' Cave with its bird paintings on the roof, many of which have been chipped away and stolen. Here the waves keep up a ceaseless assault on the rocks and as I climbed back up the many well-worn steps I saw millions of tiny jewels hanging in the air like a huge picture by Hokusai.

On my way home to the bungalow, I called in at the post office to buy some stamps and tendered a 2,000 peso note. Smilingly the young post clerk looked up and said: "I am sorry but I cannot change that. Please pay me tomorrow, or when you have change," giving me the stamps. That tells you a lot about Easter Island.

* In the UK at: South American Marketing Ltd, 47 Pall Mall, London SW1 5JH.

## Hiking in the High Tatras



# Czeching it out

**ANGELA HUMPHERY**

We virtually covered the length of Czechoslovakia while fast asleep on the overnight express from Prague to Poprad.

It was seven in the morning when we decamped onto the platform in Poprad along with three hefty local women in black dirndl skirts and headscarves. We then took the bus up to Stary Smokovec, our base for hiking in the High Tatras, stopping to pick up people in big boots and sporting rucksacks. Cows were wending their way back home to be milked, the meadows were covered with daisies, clover and foxgloves and burgeoning along the roadside were clumps of wild blue lupins and pink roses.

The little town of Stary Smokovec on the sheltered slopes of Slavkovsky Stit is both a winter sports resort and a summer climbing centre and was originally built as a spa where patients with respiratory diseases could recuperate in its crisp, clean air. The High Tatras in East Slovakia are the highest mountains in Europe after the Alps and the 510 sq. km. Tatra National Park is the oldest established national park in Czechoslovakia.

We were to spend four nights in the High Tatras and then three in the Low Tatras walking the mountain trails. Having checked in to the Park Hotel and breakfasted, we changed into our boots, pulled on our rucksacks, took the cable-car up the mountain and hit the trail. A damp mist enveloped us as we stumbled over rocks and roots along the blue trail (others are marked green, red and yellow) for a couple of hours. It was at least 20° colder on those slopes than down in the valley and we noticed that the Czech and East German hikers were wearing anoraks and breeches while we Brits shivered in T-shirts and shorts.

After a lunch stop (we'd bought omelette sandwiches and cold sweet pancakes in Stary Smokovec), it started to drizzle and, being a fair-weather walker and not a particularly energetic one at that, I decided to head back to the hotel for a hot bath. Chris, our mountain-goat tour-leader took the others upwards and onwards for another five hours. Our group of ten ranged in age from 25 to 56 and we were not by any means all regular walkers. However, with the help of a local map with the trails clearly marked you could leave the group and go back when you wanted.

Next morning some of us felt a bit stiff in the legs but Chris assured us the best thing to do was to walk it off. We took the electric train from outside our hotel to Strbske Pleso, an hour's ride through acres of Christmas trees and blue lupins lining the track. Stupidly, I put my foot on the empty seat opposite me to tighten my boot-lace. An indignant local woman grabbed my hand and wiped the seat with it!

The sun was shining and the idea of walking became infinitely more attractive. We took the green trail lined with forget-me-nots and yellow pansies, their faces turned towards the sunshine. A bird, about the size of a cuckoo and looking like a cross between a starling and a thrush, flew into a bush. Jan, our Czech guide (botanist and photographer) told us it was a Nutcracker. He was a retired professor of photography and Milos Forman, the film director, was once one of his pupils; they worked together on the rushes while filming "Amadeus" in Prague three years ago.

Two hours later we came to an emerald mountain lake, Popradske Pleso, and there at the Horsky Hotel we devoured hot sausages with mustard, horseradish, fresh rye bread and mugs of lemon tea for Kcs. 18 a head. The official rate of exchange is Kcs. (Crowns) 15 to the pound, but double that is offered on the black market by waiters, etc.

Chris took the keen ones on and up over the pass while Jan took us wimps back to base. Before going down the yellow trail, he took us around the lake to Symbolycky Cintorin (Symbolic Cemetery) where a shrine was built on the mountainside surrounded by several hand-carved and painted wooden crosses six feet high, commemorating those who'd lost their lives by accident in these mountains. There, too, was a plaque to the partisans who'd been liquidated by the SS during World War II.

No walking next day but a coach drive to Spisska Stara Ves and then Cervey Klastor on the river bank where we visited the Carthusian Monastery and Museum before climbing aboard big wooden rafts to glide silently along the Dunajec River in a magnificently scenic part of the Pieniny National Park. Our two boatmen, one fore and one aft, wore splendid black felt hats trimmed with little shells and exotic hand embroidered waistcoats. They punted us along the green waters for 8–10 kilometres slicing through grey granite mountains. On one side was Czechoslovakia and on the other Poland, the river forming a natural border between the two. One of the boatmen pointed to a dilapidated shack laughing "Polish Hotel!".

Our drive through the Pieniny Valley on our way to lunch was stupendous, with high granite peaks towering above, and in the fields below were small haystacks which looked like Old English sheepdogs. Here the local cash-crop is not sheep but potatoes: acres of spuds as far as the eye can see, guarded by dogs tethered to corrugated-iron lean-tos to frighten off wild pigs.

That evening we took the electric train from Stary Smokovec to Tatranska Lomnica where we had a slap-up dinner at the Bojnicka Koliba (a koliba is a traditional place for cooking food over a charcoal pit) and a gypsy orchestra played while we ate beef, cheese with mustard (the Czechs eat mustard with everything), sausages and chicken. With wine it came to Kcs. 100 a head.

On our last day in the High Tatras, some of us defected from walking and went with Jan to the town of Levoca. There in St Jacob's Gothic Church is the largest carved altar in the world, a unique piece of work by wood-carver Master Pavel. The buildings around the town square are painted with amazing designs and we watched a wedding party walk around it to the war memorial, both bride and groom carrying red flowers, where the groom laid down his bouquet.

On our way from the High to the Low Tatras on the Sunday morning, we stopped at the village of Zdiar. Cherries were being sold in brown paper bags, the wooden houses painted bright colours and the locals going to church in national costume – elaborate silver sequinned bodices and embroidered dirndl skirts on the women and exquisite hand-embroidered leather waistcoats on the men. We were lucky enough to see a group of Russian students dressed as for a local bridal party posing for pictures – it was only their track-shoes which gave them away.

We arrived at the Hotel Partizan in Tale and next morning took the chair-lift (I froze with fright) up to a trail where we walked on big flat boulders for a couple of hours.

By the time we arrived at Chata Hridnov restaurant we were starving and devoured plates of goulash and rice and mugs of peppermint tea. Chris took the hard men on and Jan took the rest of us down the yellow trail stopping to photograph the hundreds of wild flowers – yellow pansies, bright blue flax, mauve thistles and white pinks.

Next day we took a trail in the opposite direction and Chris took five of the men right up to Mt Dumbier, the highest point in the Low Tatras.

On our last morning we left Tale at 7.30. The sun was shining and two local farmers in white shirts, black berets and breeches were already hard at work, scything a meadow. Further along the road their women-folk in dirndls and headscarves were leaning on their scythes and chatting to one another. "Typical!" sighed a male voice at the back of the bus.

HOW TO GET THERE: EXPLORE WORLDWIDE LTD, 7 High Street, Aldershot, Hants GU11 1BH. Tel: 0252 319448/9. "Bohemia and the High Tatras" is a 15-day trip including Prague and the Moravian Caverns near Brno. From £395 + £80 local payment per person.




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## PRIMARY EDUCATION
continued

### ESSEX
ELSENHAM C OF E PRIMARY SCHOOL
Elsenham, Bishops Stortford, Herts. CM22 6DD
(Roll: 177)
TEACHER, Scale 2
Required Easter, 1987, to take lead in Curriculum Development. Vacancy for middle infants initially. Closing date: 23rd January, 1987.
Application form and further information available from and returnable to the Area Education Office, Crossman House, Station Approach, Braintree CM7 7ED (foolscap s.a.e. please).

SPRING MEADOW COUNTY PRIMARY SCHOOL
Pound Farm Drive, Dovercourt. CO12 4LB
Tel: Harwich 504528
(Roll: 280)
TEACHER Scale 3
Required for April 1987, an ambitious teacher to lead development of a major curriculum area. Vacancy due to promotion.
Closing date: 6th February, 1987.
Application forms and details from the Headteacher (foolscap s.a.e. please). Visits welcomed. (37729) 110020

### HAMPSHIRE
RE-ADVERTISEMENT
SOUTH FARNBOROUGH COUNTY JUNIOR SCHOOL
Cunnington Road, Farnborough, Hampshire GU14 6PL
N.O.R. 269. Group 5 School
Scale 3 post
Teacher required with particular responsibility for the organisation of Mathematics throughout the school.
Closing date 16th January 1987.
S.a.e. to school for details.
We pursue a policy of equality of opportunity.
Applications particularly welcome from people with disabilities. (45917) 110020

### HAMPSHIRE
COURT LANE FIRST SCHOOL
Hillary Avenue, Cosham, Portsmouth PO6 2PP
Required 27th April Scale 2 - Science/Environmental Studies. Interest in computer assisted learning an advantage. We pursue a policy of equality of opportunity. Applications particularly welcome from people with disabilities.
Application form and further details from the Headteacher. (s.a.e. please).
Closing date: 23rd January 1987. (37686) 110020

### HARINGEY
LONDON BOROUGH OF HARINGEY
Archdiocese of Westminster
OUR LADY OF MUSWELL RC PRIMARY SCHOOL
Pages Lane, London N10 1PS
Required from April 1987, a full time class teacher for infant class. Applicants should be committed Catholics with experience of contemporary theory and practice in J.M. & I. schools with particular reference to infant age groups. Experience in co-ordinating an area of the curriculum would be considered an advantage. A Scale 2 post is available for a suitably qualified and experienced candidate.
Candidates wishing to visit the school should contact the Headteacher (01-444 9997).
Application forms (s.a.e.) are available from the Chief Education Officer (Ref: S/MH), 48 Station Road, Wood Green N22 4TY and should be returned to M.J. Butcher (Chairman), 16 Bedford Street, Covent Garden, London WC2E 9HF by not later than 23.1.87. (37684) 110020

### HAVERING
LONDON BOROUGH OF HAVERING
BROOKSIDE JUNIOR SCHOOL
Dagnam Park Drive, Harold Hill, Romford RM3 9DJ
Headteacher: Mr. C. Cooper
Tel: Ingrebourne 43074
(Roll 216)
Required for April 1987, a suitably experienced and enthusiastic teacher, Scale 2 to take responsibility for Mathematics throughout the school. Applicants should be able and willing to take an active role in teaching curriculum development throughout the school.

MAWNEY JUNIOR SCHOOL
Mawney Road, Romford RM7 7HR
(Roll 246)
Tel: Romford 43403
Headteacher: B.A.S. West
Required for April 1987, an enthusiastic Teacher, Scale 2, to take responsibility for science and to continue development of an already flourishing curriculum area. An interest in environmental studies would be an advantage.
Also required for April 1987 an enthusiastic Teacher, Scale 2, to take responsibility for Mathematics throughout the school. Informal visits to the school by prior appointment welcome.
Application forms for all posts available (sae, please) from the Director of Educational Services (Ref: STAFFING/DHT) Mercury House, Mercury Gardens, Romford RM1 3DR.
Closing Date: 23rd January 1987. (37570) 110020

### HERTFORDSHIRE
ST MERYL JMI SCHOOL
The Mead, Carpenders Park, Watford
Required April, Teacher of TOP JUNIORS. Scale 2 + London fringe allowance £282. Please state special interests.
Apply by letter to Headmistress giving curriculum vitae and names and addresses of two referees.
(46264) 110020

### HERTFORDSHIRE
OXHEY WOOD JMI SCHOOL
Oxhey Drive, South Oxhey, Watford
Required April or earlier if possible, experienced INFANT TEACHER. Ability to play the piano an advantage. The successful candidate will be expected to help in the organisation and development of the Infant Department. Scale 2 post for suitably qualified and experienced candidate. London fringe allowance £282.
Apply by letter to Headmaster giving curriculum vitae and names and addresses of two referees.
(37113) 110020

### HILLINGDON
LONDON BOROUGH OF HILLINGDON

ST. MATTHEW'S CE SCHOOL
High Street, Yiewsley, Middlesex UB7 7QJ

Headteacher: Mrs. S. Gordon

Required for April 1987 or as soon as possible, an enthusiastic and experienced teacher to take responsibility throughout the school for: Maths/Computer Studies (Scale 3).

The school is closely associated with the Parish Church and opportunities exist for the Music/RE postholder to undertake joint initiatives.

Applicants must be committed members of a Christian church.

Application forms available from the Headteacher, Mrs. S. Gordon, to be returned to Rev C. Cower, St. Matthew's Vicarage, 93 High Street, Yiewsley, Middlesex UB7 7QJ.

Closing Date: 23rd January 1987.

Outer London Allowance Payable.
(37225) 110020

### HILLINGDON
LONDON BOROUGH OF HILLINGDON

MINET INFANT SCHOOL
Avondale Drive, Hayes UB3 3PF

Headteacher: Mrs. C. Lewis-Hall

Required with effect from January 1987, a Scale 2 teacher to take responsibility for children with Special Educational Needs (possibly of Scale 3 for suitable candidate).

Application forms from the Director of Education, Civic Centre, Uxbridge, Middlesex (Tel: Uxbridge 50431) to whom they should be returned as soon as possible but not later than 23rd January 1987. This is a re-advertisement and previous applicants will be considered.

Outer London Allowance Payable,
(37231) 110020

### HOUNSLOW
GREEN DRAGON INFANT AND NURSERY SCHOOL
North Road, Brentford, Middlesex TW8 0BJ
Tel: 01-568 3971
Headteacher: Mrs. S.V. Collins
SCALE 2 - TEACHER
Required as soon as possible a Scale 2 teacher for the aesthetic areas of the curriculum. The successful applicant should be experienced in the whole Infant age range, and be able to make a significant contribution in developing several of the following areas of the curriculum:- Art and Craft/Music/P.E./Drama.
Further details may be obtained from the Headteacher.
Application forms available from the Director of Education, Civic Centre, Lampton Road, Hounslow TW3 4DN. (Ref. PA/EBA) to whom they should be returned within 10 days.
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ST. PETER AND ST. PAUL C.E. (AIDED) PRIMARY SCHOOL
Upper Church Street, Syston, Leicester LE7 8TQ

NOR: 434

TEACHER Scale 3

Required April, an experienced and imaginative teacher prepared to teach across the age range and who can offer a significant contribution to the curriculum particularly in language. The ability to offer music as an additional interest would be an advantage. Communicant member of the Church of England preferred.

Please contact the Headteacher for further details and application form. (SAE). (37649) 110020

### LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer

COLEMAN INFANT SCHOOL
The Wayne Way, Leics. LE5 4PP

NOR: 200

INFANTS Scale 2

An enthusiastic teacher is required for April to take over older infants class. The post is for co-ordination of Mathematics and Computer work throughout the school, and also includes A.V.A. duties.

Please contact the Headteacher for further details and application forms (SAE). (37660) 110020

### LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer

MEDWAY JUNIOR SCHOOL
St. Stephen's Road, Leicester LE2 1GH

NOR: 266

SCIENCE AND TECHNOLOGY SCALE 3

Required for January 1987 to take a positive lead in the whole school development of Science and Technology within this multi cultural school, and to make a significant contribution to the management of the school.

Please contact the Headteacher for further details and application forms (SAE). (37661) 110020

### LONDON N11
ST. MARTIN OF PORRES R.C. JMI SCHOOL
Blake Road, London N11 2AF
Tel: 361 1445
Required from Easter 1987 or as soon as possible, an imaginative enthusiastic and experienced primary teacher who wishes to be actively involved in curriculum development. You will join a curriculum team and should be prepared to take responsibility for a major curriculum area. A Scale 2 post is available for a suitable candidate.
The Governors wish to appoint a practising Catholic, holding the Catholic Teachers Certificate or equivalent.
Visits to the school welcome by prior arrangement.
Further information and application forms can be obtained via The Chair of Governors c/o the school, to whom forms should be returned.
Closing date 28th January 1987. (37325) 110020

### LONDON N11
ST. MARTIN OF PORRES R.C. JMI SCHOOL
Blake Road, London N11 2AF
Tel: 361 1445
Required from Easter 1987 or as soon as possible, a lively enthusiastic primary teacher with an interest in developing PE/Games/Movement throughout the school. Applicants should have a wide experience of teaching the primary age range. Scale 2 post available for suitable applicant. The Governors wish to appoint a practising Catholic, holding the Catholic Teachers Certificate or equivalent.
Visits to the school welcome by prior arrangements.
Further information and application forms can be obtained via the Chair of Governors c/o the school, to whom forms should be returned.
Closing date 28th January 1987. (37326) 110020

### NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT

WELLS NEXT THE SEA C.P. SCHOOL
Polka Road, Wells Next The Sea, Norfolk NR23 1JQ

Required for April 1987 Scale 2 Teacher with responsibility for Maths and Science.

Application forms and further details (s.a.e. please) from the Area Education Officer, Northern Area Education Office, Market Street, North Walsham, Norfolk NR28 9BZ. Closing date 26th January 1987.
(37173) 110020

### NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
ST MARY'S R.C. V.A. PRIMARY SCHOOL
Off Regent Road, Great Yarmouth
NOR 165
Required Summer Term 1987.
Scale 2 post available for suitable candidate.
Applications are invited from candidates who are able to make a major contribution to the curriculum in two of the following areas:- Mathematic, Science, Environmental Studies, Boys Games.
Practising Roman Catholic preferred.
Closing date: 23.1.87.
Application forms and job description obtainable from and returned to The Chairperson of Governors, c/o St Mary's R.C. School, off Regent Road, Great Yarmouth NR30 1DZ. (46233) 110020

### NORTH YORKSHIRE
MILL HILL CP SCHOOL
Northallerton
EXPERIENCED TEACHER
Re-advertisement
Required from 1.5.87 to be responsible for music throughout school. Infant experience advantageous. Scale 2. Previous applicants considered.
Application forms (s.a.e. please) from County Education Officer, County Hall, Northallerton DL7 8AE, returnable by 23.1.87. (37632) 110020

### SALFORD
CITY OF SALFORD
PEEL HALL COUNTY PRIMARY SCHOOL
Greencourt Drive, Worsley M28 6DZ
Scale 2 (+ SPA) Teacher required for January 1st or as soon as possible thereafter.
Applications are invited from experienced teachers for the above post to be responsible for the co-ordination of mathematics throughout the school.
Please send stamped addressed envelope for application form and further details to the Chief Education Officer, Education Office, Chapel Street, Salford M3 5LT to whom completed applications should be returned by 23rd January, 1987.
(37715) 110020

### STAFFORDSHIRE
COUNTY COUNCIL
BRINDLEY HEATH JUNIOR SCHOOL
Enville Road, Kinver, Nr. Stourbridge DY7 6AA
Required for April 1987, suitably qualified class teacher with responsibility for MUSIC (Scale 2) in this open plan school.
Application forms obtainable from and returnable to the Headteacher (s.a.e.).
Canvassing will disqualify.
Closing date 10 days from publication.
Trade Union membership encouraged.
An equal opportunity employer.
STAFFORDSHIRE COUNTY COUNCIL. (37069) 110020

### SUNDERLAND
BOROUGH OF SUNDERLAND
EDUCATION DEPARTMENT
RICKLETON PRIMARY SCHOOL
(GROUP 6)
Required for Easter, 1987:-
TEACHER (SCALE 3) for language development throughout the school.
Application forms are obtainable from the Director of Education, P.O. Box 101, Town Hall & Civic Centre, Sunderland SR2 7DN on receipt of a stamped addressed foolscap envelope to be returned by 23rd January, 1987.
(37602) 110020

### SURREY
EDUCATION COMMITTEE
MONUMENT HILL COUNTY FIRST & MIDDLE SCHOOL
Alpha Road, Woking, Surrey
Scale 3 Teacher to be responsible for the First School, which has five classes at present and a nursery class with 80 part-time places.
Re-advertisement - previous applicants will be reconsidered and need not re-apply.
Application forms form the North West Area Education Office, Lismore, 9 Heathside Road, Woking, Surrey GU22 7EU. Closing date 23.1.87. (37914) 110020

### TRAFFORD
METROPOLITAN BOROUGH OF TRAFFORD
EDUCATION DEPARTMENT
URMSTON JUNIOR SCHOOL
Hereford Grove, Urmston, Manchester M31 3AE
Tel: 061-748 2855
SCALE 2
To commence Summer Term 1987. Experienced Junior Class Teacher with an ability to act as a Consultant to co-ordinate Physical Education throughout the School.
Application forms are available from and returnable to the Head at the School.

Closing date: 23rd January 1987. (36238) 110020

### WARWICKSHIRE

POLESWORTH NETHERSOLES C.E. FIRST SCHOOL
High Street, Polesworth, Tamworth, Staffs. B78 1DU

Required April 1987, an experienced and enthusiastic teacher, Scale 2, to take responsibility for language development or music throughout the school. It would be helpful if candidates could give details of other interests.

Application form and further details available from the Head at the school. Closing date 30th January 1987. S.a.e. please.

Warwickshire is an equal opportunities employer. (37723) 110020

## Scale 1 Posts

### AVON COUNTY
UPHILL COUNTY PRIMARY SCHOOL
Old Church Road, Uphill, Weston-super-Mare BS23 4XH
Required from 27th April 1987, a caring enthusiastic and well-organised teacher willing to work throughout the Infant range but initially with a class of Middle/Top Infants. Please state curriculum strengths and interests.
Further details from and letters of application to the Headteacher immediately (Tel: Weston-super-Mare 26769), giving full c.v. and names and addresses of two referees, enclosing sae.
Avon as an Equal Opportunities employer considers applicants on their suitability for the post, regardless of sex, race, disability or sexual orientation. (37719) 110022

### BARNET
LONDON BOROUGH
REQUIRED SEPTEMBER, 1987
BRUNSWICK PARK J.M.I. SCHOOL
Osidge Lane, N14 5DU
Roll 168
Infant/Junior Teacher. Please state special interests. First appointment applicants considered. Scale 1.
Removal expenses and separation allowance available.
Application forms (s.a.e.) obtainable from and returnable to the Headteacher by 23rd January, 1987.
(37597) 110022

### BARNET
LONDON BOROUGH
REQUIRED APRIL 1987
UNDERHILL JUNIOR MIXED SCHOOL
Mays Lane, Barnet EN5 2LZ
Tel: 01-449 2423
Roll Number 265
1st year Junior Class Teacher who is prepared to enter into the full life of the School. Scale 1.
Removal expenses and separation allowances available.
Application forms (s.a.e.) obtainable from and returnable to Headteacher by 23rd January 1987. (37399) 110022

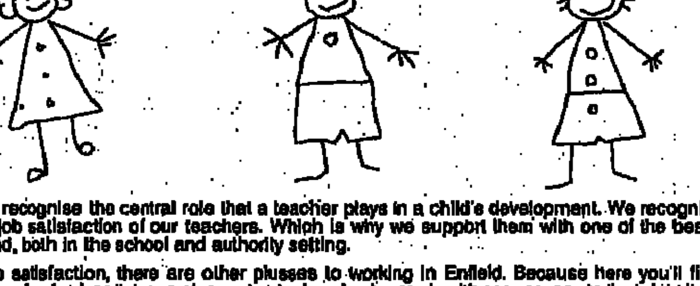
### BEDFORDSHIRE
COUNTY COUNCIL
SOUTHERN AREA
EDUCATION OFFICE
PRIMARY Scale 1
Required for April 1987
Based at FOXDELL INFANT SCHOOL
Dallow Road, Luton, Beds.
Tel: 36529
An experienced Infant teacher, Scale 1.
How to Apply: Application forms available from and returnable to the Headmistress. S.A.E. please.
Bedfordshire is an Equal Opportunities Employer.
(37360) 110022

### BEDFORDSHIRE
COUNTY COUNCIL
EDUCATION
SCHOOL TEACHER
Required for Easter 1987
Based at LAWNSIDE LOWER SCHOOL
Lawnside, Biggleswade, Bedfordshire SG18 0LX
Tel: Biggleswade 312313
A teacher to work initially with a class of 7 to 8 year olds. Scale 1.
Applications are welcome from teachers who wish to improve their expertise by working with a more experienced colleague in one or more of the following areas: Special Needs, Music of Physical Education.
Salary: Scale 1.
Hours: Full Time.
How to Apply: Application Forms and further details from the Headmistress. S.A.E. please.
Closing Date: 6th February 1987.
Bedfordshire is an Equal Opportunities Employer.
(37358) 110022

### BERKSHIRE
ST MARYS RC (JMI) SCHOOL
Cookham Road, Maidenhead SL6 7EG
Required April 1987 a Scale 1 teacher for Lower Juniors. Must be practising RC, preferably experienced and used to semi-open plan. Ability to play the piano an advantage.
Please apply to the Headteacher for application forms and further details.
No closing date.
An Equal Opportunity Employer. (37691) 110022


PRIMARY TEACHERS

After mums and dads, probably the most influential figure in a young person's life.




Here in Enfield we recognise the central role that a teacher plays in a child's development. We recognise, too, the importance of the job satisfaction of our teachers. Which is why we support them with one of the best in-service programmes around, both in the school and authority setting.

But, apart from job satisfaction, there are other pluses to working in Enfield. Because here you'll find the best combination of city and suburban living: a pleasant outer London borough with easy access to the bright lights yet only a stone's throw from the rolling Hertfordshire countryside. There's something for everyone here, plus the fact that we're only a few miles from the M25 – with its motorway links to just about every corner of the country. And there's a lively informal Teachers' Centre – offering a wide range of educational, social and leisure activities. Part-time and job share opportunities may be available

ENFIELD for greater job satisfaction.

Get on to Diane Humphrey on 01-366 9370. You'll find her very helpful. Or you can write to her for an application form and information pack – (large SAE please – at Education Dept., P.O. Box 56, Civic Centre, Silver Street, Enfield, Middx. EN1 3XQ.

(13668)

An Equal Opportunity Employer

LONDON BOROUGH OF Enfield

## IN YOUR LAST YEAR TRAINING TO BE A PRIMARY TEACHER? LOOKING FOR THE RIGHT START TO YOUR TEACHING CAREER?

***Barnet has a lot to offer***

A friendly, welcoming, and supportive Authority.

Very favourable pupil-teacher ratios.

High priority given to the early years of schooling.

A lively teachers centre with a wide range of in-service training and social opportunities.

Within easy reach of the heart of London.

Bounded by beautiful countryside.

London allowance payable.

Nursery, Infant, and Junior posts available.

All this and more awaits you in Barnet. If you feel you might like to join us in September, 1987 and want to know more write today enclosing a s.a.e. to:

Director of Educational Services
Town Hall
Friern Barnet, N11 3DL

The closing date for return of forms is 30th January.

(14806)

AN AUTHORITY COMMITTED TO EQUAL OPPORTUNITIES

LONDON BOROUGH barnet



LONDON BOROUGH OF HILLINGDON

## FIRST TEACHING APPOINTMENTS

It is expected that there will be several vacancies for Nursery, Infant and Junior teachers in September 1987 within the London Borough of Hillingdon, which is the most westerly of the London Boroughs.

Applications are invited from newly qualified teachers seeking their first appointment.

**Application forms may be obtained on receipt of a stamped addressed envelope from Director of Education, (2E/10), Civic Centre, Uxbridge, Middlesex, to whom applications should be returned no later than 26 January 1987.**

Outer London Allowance Payable.

London Borough of Hillingdon

Applications from disabled persons will be welcomed.

(15880)



## FIRST TEACHING APPOINTMENTS

Northamptonshire Education Authority invites applications from 1987 college leavers who have followed a course of training to teach the EARLY YEARS.

It is hoped to hold interviews at the beginning of March and successful candidates will be offered guaranteed posts with the Authority, at specific schools to be agreed later in consultation with the successful applicants.

**Interested candidates are asked to write to the County Education Officer (Ref. MH), Northampton House, Northampton, NN1 2HX and enclose a stamped addressed envelope for return of application forms.**

**Closing date — February 2nd.**

Education Northamptonshire

welcomes applications regardless of marital status, sex, race and disability.


## PRIMARY EDUCATION
continued

**BROMLEY**
ST. PHILOMENAS R.C. PRIMARY SCHOOL (AIDED)
Chelsfield Road, Orpington, Kent BR5 4DR
Tel: 0689 26550
For April 1987, an enthusiastic teacher for First Year Juniors, Scale 1. Practising Roman Catholic essential. Please state special interests.
Applications would be welcome from teachers seeking their first appointment.
Application forms and further details available from the Headmistress at the school (large s.a.e please). Completed forms should be returned to the Clerk to the Governors, St. Josephs, High Street, St. Mary Cray, Kent, by 20th January, 1986. (46255) 110022

**BRUNEI**
Interested in teaching overseas?
Please see the centre for British Teachers advertisement under Overseas Appointments. (12953) 110022

**BUCKINGHAMSHIRE**
COUNTY COUNCIL
Equal Opportunity Employer
ELMHURST COUNTY MIDDLE SCHOOL
Dunsham Lane, Aylesbury, Bucks. HP20 2DB
Headteacher: J. Dowton
Roll: 192
Scale: 1
Required EASTER 1987, an experienced, committed teacher, to teach the full primary curriculum initially to a 4th year class. Expertise to take responsibility for French and Music an advantage, but please state special interests.
Scale 2 post available for suitably qualified candidate. Assistance with removal expenses is given in approved cases.
Application form (s.a.e.) from, and to be returned to, the Headteacher at the school. (37612) 110022

**CAMBRIDGESHIRE**
EQUAL OPPORTUNITY EMPLOYER
BRAYBROOK COUNTY PRIMARY SCHOOL
Orton Goldhay, Peterborough PE2 0QL
Tel: Peterborough 232159
Head Teacher: Mr K.W. Tutt
Group 5
Required for September, 1987:-
Scale 1 teacher for children in the Lower School (5-7 years age range). Please state particular interests.
Possible housing assistance.
Further details and an application form available from the Head Teacher at the above address (s.a.e.). Closing date for receipt of applications 23rd January. (37353) 110022

**CAMNRIDGESHIRE**
EQUAL OPPORTUNITY EMPLOYER
ST. AUGUSTINE'S C.E. INFANT SCHOOL
Cherry Road, Wisbech, Cambs. PE13 2DJ
Tel: Wisbech 584026
Head Teacher: Miss B.M. Frobisher
Group 4
Required for April, 1987:-
Nursery/Infant trained teacher, Scale 1, who enjoys teaching reception age children and is able to meet their needs.
Further details and an application form available from the Head Teacher at the above address (s.a.e.). Closing date 23rd January, 1987. (37352) 110022

**CROYDON**
LONDON BOROUGH OF CROYDON
EDUCATION COMMITTEE
ELMWOOD JUNIOR SCHOOL
Lodge Road, Croydon, Surrey
Tel: 01-684 4007
An enthusiastic teacher is required to cover for a teacher's maternity leave starting on 2nd March 1987. The post will initially involve working in a team teaching situation with 1st year Juniors. A visit to the school is recommended and welcome.
Please apply directly to the Head Teacher.
Salary: Scale 1.
Tenable: 2nd March. (37907) 110022

**CROYDON**
LONDON BOROUGH OF CROYDON
EDUCATION COMMITTEE
ST. CHAD'S RC PRIMARY SCHOOL
Alverston Gardens, South Norwood, London SE25
Tel: 01-771 3470
Required for January 1987 an enthusiastic Infant teacher to take a Middle Infant class, in an open plan school following an integrated day.
Applicants should be practising Catholics.
For application forms and further details please contact the Head Teacher.
Salary: Scale 1.
Tenable: January 1987, or as soon as possible. (37908) 110022

**CROYDON**
LONDON BOROUGH OF CROYDON
EDUCATION COMMITTEE
SPRING PARK INFANTS
Bridle Road, Croydon CRO 8HQ
Tel: 01-777 2808
Tenable: 1st January 1987 or as soon as possible thereafter.
A temporary teacher is required for a two term appointment with a possibility of a permanent appointment.
Please apply directly to the Head Teacher for further information and application forms.
Salary Scale 1.
(37903) 110022

**DORSET**
STURMINSTER MARSHALL FIRST SCHOOL
High Street, Sturminster Marshall, Nr. Wimborne, Dorset
Required April, 1987 enthusiastic and experienced teacher for the early years. An interest in science or art would be an advantage. Scale 1.
Letters of application with full c.v. and names and addresses of two referees to the Headteacher by 23rd January, 1987.
(37901) 110022

**ESSEX**
GREAT CHESTERFORD C. OF E (AIDED) PRIMARY SCHOOL
School Street, Great Chesterford, Saffron Walden
Tel: Saffron Walden 30292
(Roll: 145)
TEACHER Scale 1
For Summer Term, enthusiastic teacher initially for 2nd/3rd year Juniors prepared to enter fully into life of the school.
Closing date: 23rd January, 1987
Application forms available from the Area Education Office, Crossman House, Station Approach, Braintree, Essex CM7 6QA (foolscap s.a.e. please).

SILVER END COUNTY PRIMARY SCHOOL
School Road, Silver End, Witham
Tel: Silver End 83353
(Roll: 306)
TEACHER Scale 1
Required for Summer Term, teacher prepared to think deeply about Education and take part in decisions regarding future planning of school curriculum.
Closing date: 23rd January, 1987.
Application forms and further details available from the school (foolscap s.a.e. please).

HOLY FAMILY R.C. PRIMARY SCHOOL
Maltings Lane, Witham
Tel: Witham (0376) 513418
(Roll: 194)
TEACHER, Scale 1
Required Easter, 1987, providing an element of Topic Centred Work with Middle Juniors. Catholic preferred. Boys games an advantage.
TEACHER, Scale 1
Required September, 1987, with interest in Environmental Studies for Middle Juniors. Catholic preferred. Music an advantage.
Closing date for both posts: 23rd January, 1987.
Application form and further details for above two posts are available from the school (foolscap s.a.e. please).

RAYNE COUNTY PRIMARY SCHOOL
Capel Road, Rayne, Braintree CM7 8ST
Tel: Braintree 24959
(Roll 317)
NURSERY TEACHER, Scale 1
Required as soon as possible, enthusiastic teacher to work in a lively Nursery which is an integral part of a large Primary School. Closing date: 23rd January, 1987.
Apply direct to the Headteacher (foolscap s.a.e. please). (37728) 110022

**HAMPSHIRE**
MOORLANDS FIRST SCHOOL
Kesteven Way, Southampton SO2 5RJ
Required urgently an enthusiastic Infant/First School trained Scale 1 Teacher. We pursue a policy of equality of opportunity.
Applications particularly welcome from people with disabilities.
S.A.E. to School for full details. Application by letter to Head with C.V. and names of two educational referees by 23rd January.
(37237) 110022

**HAVERING**
LONDON BOROUGH OF HAVERING
ST. URSULA'S R.C. JUNIOR SCHOOL
Straight Road, Romford RM3 7JS
Tel: Ingrebourne 43170
Headteacher: Sister Teresa
(Roll: 220)
Required for January 1987 temporary teacher, Scale 1, to take a fourth year class.
Application forms are available (sae please) from the Director of Educational Services (ref: STAFFING/DHT), Mercury House, Mercury Gardens, Romford RM1 3DR.
Closing date: 23rd January 1987. (37733) 110022

**HEREFORD AND WORCESTER**
COUNTY COUNCIL
LARDISLEY C.E. PRIMARY SCHOOL
Eardisley, Hereford HR3 6NS
Required from April 1987, an Assistant Teacher (Scale 1). Initially for Middle/Upper Infants, but must be prepared to teach other age groups. An ability in Music/Drama would be advantageous. Other special interests could be useful. Visits welcome.

**HEREFORD**
MARLBROOK PRIMARY SCHOOL
Stanberrow Road, Hereford HR2 7NQ
Teacher required after Easter, 1987, initially for junior class in this pleasantly situated school (N.O.R. 280). Opportunity to contribute to curriculum development. Scale 1.
Application forms and further information available from the Head teacher of the school concerned. (S.A.E. please). (37526) 110022

**HERTFORDSHIRE**
GREAT GADDESDEN C.E. (AIDED) JMI SCHOOL
Great Gaddesden
Tel: Hemel Hempstead ...
Required for Easter 1987, experienced teacher for all-age (5-7) Infant class in small, two-teacher school. Willingness to be responsible for Juniors will be required. The successful applicant will be expected to be actively involved in all aspects of school life.
Application forms from Head, Mrs B. Hollingsworth, at the school, sae please. Applicants are invited to visit the school. Please telephone to make an appointment.
(46259) 110...

**HERTFORDSHIRE**
ROSSGATE J.M.I. SCHOOL
Galley Hill, Hemel Hempstead
Tel: Hemel Hempstead ...
Required for Easter 1987, enthusiastic Scale 1 Teacher.
Apply by letter to the Head with full C.V. and names and addresses of two referees.
Further details available (s.a.e. please). Visits welcomed.
Re-advertisement; previous applicants should indicate their continued availability.
(37166) 110...

**HERTFORDSHIRE**
ST JOHN'S RC JMI SCHOOL
Berry Lane, Mill End, Rickmansworth
Required April or September an enthusiastic INFANT TEACHER (practising Catholic preferred) for a reception/middle infant class, to join talented and dedicated staff. An ability to play the piano and/or an interest in ART and CRAFT would be useful but not essential.
Scale 1 + London fringe allowance £282. Visits welcomed.
Letter of application (handwritten) with curriculum vitae and names and addresses of two referees to be sent to the Headmistress by Friday ... January 1987. (36240) 110...

**HERTFORDSHIRE**
THE BURLEIGH JM SCHOOL
Blindmans Lane, Cheshunt
Tel: Waltham Cross 24045
Head: Mr. R.P. Walker
(Group 4)
Required Easter, 1987 a full time scale 1 teacher for this traditionally organised 3 form entry junior school.
If you are happy to teach any age group and willing to share your expertise in extra-curricular activities please write to the Head for further particulars and an application form. (37735) 110...


## PRIMARY TEACHERS

**Scale 1 required for April 1987**

Applications are invited from enthusiastic NEWLY QUALIFIED and EXPERIENCED TEACHERS who are seeking the opportunity to work with children in the 4+ to 11 age range in a lively and caring authority, and to play an active part in the education service it provides. Havering offers excellent professional support for its teachers at all stages of their careers, including on average over 100 in-service courses each term. In addition, NEWLY QUALIFIED teachers are released from their teaching commitment for one session per week to enable them to receive special in-service training as part of the support provided for them by the Authority in their probationary period.

Havering, one of the largest London Boroughs, is well placed on the edge of the Essex countryside and yet within easy reach of London, and all its facilities, to which there is easy access via public transport, both road and rail.

London Weighting £726 per annum.

**Application forms are available (sae please) from the Director of Educational Services (Ref: STAFFING/PJM), Mercury House, Mercury Gardens, Romford RM1 3DR. Please state whether newly qualified or experienced so that you may be sent the appropriate application form.**

Havering

(11783)



HAMPSHIRE

## Primary First Teaching Appointments

For September 1987, Hampshire, one of the largest non-metropolitan counties is expecting to recruit a substantial number of primary probationer teachers.

Applications are invited from primary students who will complete their training in 1987 and interviews will be held in Winchester on the 9th/12th March 1987.

We pursue a policy of equality of opportunity. Applications particularly welcome from people with disabilities.

Application form together with further details can be obtained by sending a large stamped addressed envelope to:

**The County Education Officer (Ref: SS/SM/PS) The Castle, Winchester, Hants, SO23 8UG**




## PRIMARY EDUCATION
continued

**HOUNSLOW**
NORWOOD GREEN JUNIOR SCHOOL
Thorncliffe Road, Norwood Green, Southall, Middlesex
Tel: 01-574 1726
Headteacher: Mrs. R.M. Lamb
Scale 1 Teacher required for this multi-racial School.
The successful applicant should be willing to co-operate closely with other members of staff and share the schools commitment to developing links with the community.
Application forms available from the Director of Education, Civic Centre, Lampton Road, Hounslow TW3 4DN. (Ref PA/EBA) to whom they should be returned within 14 days.
London Allowance: £726 p.a.
We are an equal opportunities employer. (37509) 110022

**HOUNSLOW**
GROVE PARK NURSERY, INFANT AND JUNIOR SCHOOL
Nightingdale Close, Chiswick W4 3JN
Tel: 01-994 7405
Required from Easter 1987 for this beautifully equipped, multicultural school an enthusiastic Infant/Junior Teacher Scale 1 who might be happy to develop an interest in either music or humanities or computers.
Applicants are very welcome to visit the school by appointment with the Headteacher.
Application forms are available from the Director of Education, Civic Centre, Lampton Road, Hounslow TW3 4DN. (Ref PA/EBA) to whom they should be returned within 10 days.
London Allowance: £726 p.a.
We are an equal opportunities employer. (37510) 110022

**LEICESTERSHIRE**
COUNTY COUNCIL
An Equal Opportunity Employer
COUNTY PRIMARY SCHOOL
Oakthorpe, Burton on Trent, Staffs.
NOR: 73
RECEPTION/MIDDLE INFANT CLASS
Scale 1
Required for January 1987 or as soon as possible, for 2 mornings a week, enthusiastic lively, hard-working teacher.
For further details please telephone the Headteacher on Measham 7083 or Coalville 223846.
(37662) 110022

**NEWHAM**
LONDON BOROUGH OF NEWHAM
ST. MICHAEL'S R.C. J.M. & I. SCHOOL
Arthur Road, London E6 4EF
Head Teacher: Miss R. Docks
Number on roll: 222
Required January 1987 or as soon as possible INFANT TEACHER Scale 1.
A practising Catholic would be preferred.
London Allowance: £1,110.
Application forms (s.a.e. please) available from The Head Teacher to whom completed forms should be returned by 20th January 1987.
Director of Education, Education Offices, 379/383 High Street, Stratford, E15 4RD.
An Equal Opportunity Employer. (37179) 110022

**NORTH YORKSHIRE**
PRIMARY SCALE 1 posts

HAMBLETON CE PRIMARY SCHOOL
Selby
Enthusiastic teacher for lower juniors initially required for Jan '87 if poss. Interest in boys' games an advantage.
Applications from probationers welcome.
Application for (sae please) from Dept 'A' Area Education Office, 60 Piccadilly, York YO1 1PW, returnable by 23.1.87.

LEAVENING CP SCHOOL
Application forms (sae please) from County Education Officer, County Hall, Northallerton DL7 8AE, returnable by 21.1.87.

NORTHSTEAD CP SCHOOL
Maple Drive, Scarborough YO12 6LP
Willing to teach throughout primary age range and able to offer music as a special interest.

OVERDALE CP SCHOOL
Eastfield, Scarborough YO11 3HW
SPA Allowance
Required for April/September enthusiastic Nursery Trained Teacher to contribute to planning an organisation of the Nursery Unit.
Application forms for Northstead/Overdale posts from Area Education Officer, Huntriss Row, Scarborough YO11 2EQ (sae please forms returnable to Headteacher. (37623) 110022

**POWYS**
COUNTY COUNCIL
EDUCATION DEPARTMENT
VELINDRE C. IN W. (A) SCHOOL
Near Glasbury-on-Wye, South Powys
Required for commencement of the Summer Term, a qualified and/or experienced Infant Teacher. Communicant of Church in Wales (or Anglican Church). Music desirable. Scale 1. (Ref: 265).
Application forms and further details obtainable from the Director of Education, The Lindens, Spa Road, Llandrindod Wells, Powys LD1 5HA to whom completed forms should be returned by 23rd January, 1987. (37042) 110022

**RICHMOND UPON THAMES**
LONDON BOROUGH OF RICHMOND UPON THAMES
(An equal opportunity employer)
HAMPTON JUNIOR SCHOOL
Percy Road, Hampton, Middx. TW12 2LA
Tel: 01-979 2545
SCALE 1 TEACHER PLUS £726 OUTER LONDON ALLOWANCES
Required for April 1987, an established teacher to join the staff of this 3 form entry junior school. Please indicate curricular strengths and interests.
Forms (foolscap s.a.e.) from Director of Education, Regal House, London Road, Twickenham TW1 3QB returnable to the Headteacher at the school by Friday 23rd January 1987. (45874) 110022

**SALFORD**
PEEL HALL COUNTY PRIMARY SCHOOL
Greencourt Drive, Worsley M28 6BZ
Scale 1 (+SPA) Teacher required for January 1st or as soon as possible thereafter.
Applications are invited from energetic, lively, junior teachers for this well equipped primary school.
Please send stamped addressed envelope for application form to the Chief Education Officer, Education Office, Chapel Street, Salford M3 5LT to whom completed applications should be returned by 23rd January 1987. (37718) 110022

**SOLIHULL**
EDUCATION COMMITTEE
STREETSBROOK INFANT SCHOOL
Ralph Road, Shirley, Solihull, West Midlands B90 3LB
Tel: 021-744 5245
Required for Easter 1987, a Scale 1 teacher with commitment to a direct experience approach.
Send S.A.E. to Headteacher for details and application form.
Closing Date: 23rd January 1987. (37116) 110022

**SOLIHULL**
EDUCATION COMMITTEE
OUR LADY OF THE WAYSIDE R.C. (AIDED) JUNIOR AND INFANT SCHOOL
Stratford Road, Shirley, Solihull, West Midlands B90 4AY
Tel: 021-744 6952
TEACHER OF LOWER JUNIORS, Scale 1
Required for January 1987.
Further details and application forms are available from the Headteacher (enclose S.A.E.).
The successful applicant will be required to sign the Catholic Education Council contract. (37375) 110022

**STOCKPORT**
FIRST APPOINTMENTS IN PRIMARY SCHOOLS
Scale 1
Ref: 3083
The Authority intends to recruit a number of newly qualified teachers for September 1987 to serve in primary schools.
Applications are invited from students who expect to complete their courses of training during the present academic year.
Application forms obtainable from and returnable to the Director of Education, Town Hall, Stockport SK1 3XE, quoting reference by 23rd January 1987.
Stockport is an Equal Opportunities Employer. (37619) 110022

**TRAFFORD**
METROPOLITAN BOROUGH OF TRAFFORD
KINGSWAY PRIMARY SCHOOL
Kingsway, Davyhulme, Urmston M31 1SP
Tel: 061-748 1867
SCALE 1
Required as soon as possible, an enthusiastic Infant Teacher for this open plan school; Co-operative teaching situation.
Applicants should state curricular strengths and interests.
Application forms are available from and returnable to the Head at the school.
Closing date: 30th January 1987. (36239) 110022

**WILTSHIRE**
Please see display advertisement on Page 32.
(12950) 110022

## Remedial and Special Needs Teaching Posts

### Scale 2 Posts and above

**CAMBRIDGESHIRE**
(EQUAL OPPORTUNITY EMPLOYER)
TEACHER OF HEARING IMPAIRED CHILDREN
Applications are invited from teachers of children with impaired hearing for a vacancy which has arisen at a Special Primary/Infant Unit at Mayfield Schools in the City of Cambridge.
Scale 2 or Scale 3 depending on qualifications and experience. The post is available from Easter.
Application form and details from Senior Area Education Officer, Cambridge Area Education Office, Castle Court, Shire Hall, Cambridge CB3 0AP. (s.a.e. please). (37153) 111020

**HERTFORDSHIRE**
THE LANNOCK JMI SCHOOL
Jackmans Estate, Letchworth, Herts. SG6 2PP
Head: Mr. G.C. Welch.
Tel: Letchworth (0462) 72805
A vacancy may exist for the post of Teacher-in-Charge of the Special Unit for the children with learning difficulties Scale 3 (S) required from Easter 1987. Any experienced teacher who may be interested in this work is invited to contact the Headmaster for details of the situation. (46262) 111020

## Middle School Education

### Headships

**HAMPSHIRE**
(Portsmouth Area)
WESTFIELD MIDDLE SCHOOL
(8-12)
Required from 27th April. HEADTEACHER - GROUP 6.
We pursue a policy of equality of opportunity. Applications particularly welcome from people with disabilities.
Application form and further details from the Area Education Officer, Civic Offices, Guildhall Square, Portsmouth PO1 2BJ (s.a.e. please).
Closing date 23rd January. (37159) 120010

**NORTHAMPTONSHIRE**
ST MARY'S RC MIDDLE SCHOOL
Grange Road, Northampton NN3 2AX
Headteacher: Group 6
Applications are invited for the post of Headteacher at this 9-13 Roman Catholic Middle School of 454 pupils.
The school caters for pupils from a wide catchment area and is part of the three tier system of Catholic Education providing education for pupils aged 5 to 19 in the Northampton area.
Application forms and further details available from the County Education Officer (Ref ST/DL), Northampton House, Northampton on receipt of SAE.
Closing date a fortnight after the appearance of this advertisement.
Northamptonshire welcomes applications regardless of marital status, sex, race and disability.
(37100) 120010

### Deputy Headships Second Masters/ Mistresses

**NORFOLK**
COUNTY COUNCIL
EDUCATION DEPARTMENT
TAVERHAM ST. EDMUNDS V.C. MIDDLE SCHOOL
Taverham Road, Taverham, Norwich NR8 6SX
DEPUTY HEAD (Group 5)
Required from Easter 1987.
Application forms and details from Central Area Education Office, Gladstone House, 28 St. Giles Street, Norwich NR2 1TQ. (S.a.e. please). Closing date 23rd January 1987. (37056) 120012

**NORTHAMPTONSHIRE**
ST GEORGE'S MIDDLE SCHOOL
Barrack Road, Northampton NN1 3RF
Applications are invited from suitably qualified and experienced teacher for the Deputy Headship of this co-educational 9-13 Middle School.
The appointment will take effect from Easter 1987.
Application forms and further details from the school. Please enclose a large SAE.
Closing date two weeks after the appearance of this advertisement.
Northamptonshire welcomes applications regardless of marital status, sex, race and disability.
(37101) 120012

**NORTHAMPTONSHIRE**
GOLDINGS MIDDLE SCHOOL
Crestwood Road, Lings Way, Northampton NN3 4JJ
Required for 27th April 1987 a Deputy Head: Group 7 for this purpose built 9-13 Middle School.
Application forms and further details from the Headteacher on receipt of a SAE. Closing date a fortnight after the appearance of this advertisement.
Northamptonshire welcomes applications regardless of marital status, sex, race and disability.
(37102) 120012

**WEST SUSSEX**
EDUCATION DEPARTMENT
THORNBERRY COUNTY MIDDLE SCHOOL
Lancing
DEPUTY HEADTEACHER
(Group 4)
Required April 1987 for this modern middle school (8-12 years).
Applicants must possess sound teaching, leadership and organisational qualities and be able to work positively with an enthusiastic teaching team.
Further details and application form from the Headmaster, Thornberry County Middle School, Freshbrook Road, Lancing, West Sussex BN15 8DL (s.a.f.e. please).
(37058) 120012

### By Subject Classification

### Craft, Design & Technology

### Scale 2 Posts and above

**DORSET**
FERNDOWN MIDDLE SCHOOL
Church Road, Ferndown, Dorset BH22 9ET
(N.O.R. 700 Age range 9-13)
Required Easter, 1987. Design Co-ordinator Scale 3.
Imaginative and enthusiastic teacher required to head a specialist team in an important curriculum area. Applicants should be conversant with modern C.D.T. practice as applied to this particular age range.
Application forms and further particulars from the School. Closing date 25th January, 1987. (45924) 122120

### English

### Heads of Department

**MERTON**
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
MERTON IS AN EQUAL OPPORTUNITIES EMPLOYER
All applications will be considered on their merits
ST. CATHERINES R.C. MIDDLE SCHOOL
Grand Drive, London SW20 0NA
Tel: 01-540 4385
Head Teacher: Mr. P.A. Raw
Age Range: 9 - 13 years
No. on Roll: 503
Required April, 1987 a Scale 3 Head of English. Practising Catholic preferred.
CLOSING DATE: A.S.A.P.
Application forms and further particulars of the post are available from the Head Teacher at the above address. Please enclose a stamped addressed envelope. (37561) 122418

### Modern Languages

### Scale 2 Posts and above

**HEREFORD AND WORCESTER**
COUNTY COUNCIL
DINGLESIDE MIDDLE SCHOOL
Woodrow North, Redditch B98 7RH
Required from Summer Term 1987 an Assistant Teacher - Scale 2 - for this purpose-built 9-13 Middle School; to advise on the teaching of French (tricolore Scheme) throughout the school. Also to have class responsibilities in Year IV teaching general subjects and boys' games.
This is a re-advertisement: please note new starting date. Previous candidates' applications are being considered and need not re-apply.
Application forms and further information are available from the Headteacher. (s.a.e. please). (37527) 123620

### Physical Education

### Heads of Department

**MERTON**
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
MERTON IS AN EQUAL OPPORTUNITIES EMPLOYER
All applications will be considered on their merits
MALMESBURY MIDDLE SCHOOL
Malmesbury Road, Morden, Surrey SM4 6HG
Tel: 01-648 3561
Head Teacher: Mrs B.C. Wharton
Age Range: 9 - 13 years
No. on Roll: 280
Required for April, 1987 an experienced Teacher able to undertake the responsibility of Head of Physical Education. Scale 2.
CLOSING DATE: 23rd January, 1987.
Application forms and further particulars of the post are available from the Head Teacher at the above address. Please enclose a stamped addressed envelope. (37560) 124216


Diocese of St. Edmundsbury and Ipswich
St. James C of E Aided Middle School,
The Vinefields, Bury St. Edmunds IP33 1YB

## Headship

*Group 6 Ages: 9–13* *Number on roll: 480*

Applications are invited from suitably qualified and experienced communicant members of the Church of England for the post of Headteacher.

This thriving middle school serves a small local catchment area and a wider denominational area in West Suffolk.

The school has close links with St. Edmundsbury Cathedral and is situated in Bury St. Edmunds overlooking the famous Abbey ruins and gardens.

The appointment will date from the beginning of the Autumn Term 1987.

**Application forms and further particulars are available from the Clerk to the Governors, Cathedral Office, Angel Hill, Bury St. Edmunds, IP33 1LS, to whom completed applications should be returned by 2nd February, 1987.**

(00613)

Suffolk County Council



METROPOLITAN BOROUGH OF NORTH TYNESIDE

EDUCATION COMMITTEE

HADRIAN PARK MIDDLE SCHOOL
Addington Drive, Wallsend, Tyne and Wear. NE28 9RT

## HEADTEACHER

**Group 6** **Roll 350**

Applications are invited from suitably qualified and experienced teachers for appointment to this growing 9-13 Middle School. The successful candidate will be expected to commence duty at the beginning of the Autumn Term 1987.

Application forms and further details are available on receipt of a stamped, addressed envelope from the Director of Education, Education Office, The Chase, North Shields, NE29 0HW, to whom they should be returned within two weeks of the appearance of this advertisement.

North Tyneside

It is the policy of this Council to provide equal employment opportunities and consideration will be given to all suitably experienced and qualified applicants regardless of disability, sex, race or marital status.

(00522)



BUCKINGHAMSHIRE COUNTY COUNCIL

WYCOMBE AREA

*Equal Opportunity Employer*

Applications are invited from

## GENERAL CLASS TEACHERS

for

**First, Middle and Combined Schools in the Wycombe Area.**

These posts are available from September 1987 and would suit applicants seeking their first appointment.

**Application forms available from the Education Officer, Thame House, 9 Castle Street, High Wycombe, Bucks. Closing date 30th January, 1987.**

(11714)

MIDDLE SCHOOL EDUCATION
continued

**NORTH TYNESIDE**
METROPOLITAN BOROUGH OF NORTH TYNESIDE
EDUCATION COMMITTEE
VALLEY GARDENS MIDDLE SCHOOL
Valley Gardens, Whitley Bay, Tyne and Wear NE25 9AQ
Required for 27th April, 1987 or earlier, if possible: Scale 3 HEAD OF PHYSICAL EDUCATION with ability to organise Personal and Social Development. Excellent on site facilities including gymnasium and running track.
Application forms and further details are available on receipt of a stamped, addressed envelope from the Director of Education, Education Office, The Chase, North Shields NE29 0HW, and should be returned to the Headteacher within two weeks of the appearance of this advertisement.
It is the policy of this Council to provide equal employment opportunities and consideration will be given to all suitably experienced and qualified applicants regardless of disability, sex, race or marital status.
(37920) 124218

## Scale 2 Posts and above

**SUFFOLK**
COUNTY COUNCIL
ST. LOUIS R.C. MIDDLE SCHOOL
St. Andrews Street, South, Bury St. Edmunds
(mixed comprehensive 9-13: 400 on roll)
Required for Easter, 1987, an experienced Teacher to be CO-ORDINATOR of P.E. and teach Boys' Games (Scale 2).
Further details and application forms available from the Headteacher at the school (s.a.e. please) to whom they should be returned as soon possible.
(37762) 124220

## Science

## Heads of Department

**NORTH TYNESIDE**
METROPOLITAN BOROUGH OF NORTH TYNESIDE
EDUCATION COMMITTEE
SOUTH WELLFIELD MIDDLE SCHOOL
Kielder Road, South Wellfield, Whitley Bay, Tyne and Wear NE25 9QV
Required for 27th April, 1987: Scale 2 HEAD OF SCIENCE. State other curricular interests.
Application forms are available on receipt of a stamped, addressed envelope from the Director of Education, Education Office, The Chase, North Shields, Tyne and Wear NE29 0HW, and should be returned to the Headteacher within two weeks of the appearance of this advertisement.
It is the policy of this Council to provide equal employment opportunities and consideration will be given to all suitably experienced and qualified applicants regardless of disability, sex, race or marital status. (37919) 124818

**MERTON**
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
MERTON IS AN EQUAL OPPORTUNITIES EMPLOYER
All applications will be considered on their merits
GORRINGE PARK MIDDLE SCHOOL
Sandy Lane, Mitcham, Surrey CR4 2HD
Tel: 01-648 1451
Head Teacher: Mrs M.B. Rosewell
Age Range: 9 - 13 Years
No. on Roll: 450
Required for April, 1987 an enthusiastic Teacher Scale 2 to lead the SCIENCE teaching in this 9-13 Middle School. Children's work is based on Primary Science 'Look' in the first 2 years and Nuffield 11-13 and 'Insight' to Science in the 3rd and 4th years. The person appointed would be required to advise class teachers in the lower school and teach mainly in the 3rd and 4th years.
CLOSING DATE: 23rd January, 1987.
Application forms and further particulars of the post are available from the Head Teacher at the above address. Please enclose a stamped addressed envelope.
(37557). 124820

**HAMPSHIRE**
WESTFIELD MIDDLE SCHOOL
Jubilee Avenue, Paulsgrove, Portsmouth PO6 4QW
SCALE 3
Required Easter 1987.
A consultant for Environmental Studies/Library in this 8-12 middle school.
An interest in Information Technology would be an advantage.
Application forms and further details from the Headmaster (SAE please).
CLOSING DATE 23.1.87.
The County Council pursues a policy of equality of opportunity. Applications are particularly welcome from people with disabilities.
(37036) 125620

**WEST SUSSEX**
THREE BRIDGES MIDDLE SCHOOL
Gales Drive, Three Bridges, Crawley, Sussex
Scale 1 Teacher required for 1987. Full contribution to work of school together with curriculum strengths to foster P.E./Games ...
Application form from Education Officer, Goffs House, Horsham Road, ... on receipt of foolscap ...
(37057)

## Scale 1 Posts

**HERTFORDSHIRE**
BRIDGEWATER SCHOOL
Bridle Way, Berkhamsted, Herts. HP4 1ES
Required for Easter 1987 a Scale 1 teacher for General Subjects and classroom teaching at this 9-13 Middle School.
Applicants should state their special subject interest as each member of staff is responsible for a specific curriculum area.
Apply directly to the Head for an application form and further details enclosing a stamped addressed envelope.
(37163) 125622

## Scale 2 Posts and above

**HEREFORD AND WORCESTER**
COUNTY COUNCIL
HAGLEY MIDDLE SCHOOL
Park Road, Hagley, Stourbridge, West Midlands
Required from the end of April 1987 an enthusiastic, well qualified person to be responsible for the teaching of Nuffield Science throughout the school and for maintaining and organising a purpose built science laboratory and preparation room. Ability to oversee the use of the school's computers would be an asset. Scale 3 available for suitable applicant.
Application forms and further details are available from the Headteacher. (s.a.e. please).
(37528) 124820

## Other than by Subject Classification

## Scale 2 Posts and above

**BERKSHIRE**
ST EDWARD'S ROYAL FREE ECUMENICAL MIDDLE SCHOOL
Parsonage Lane, Windsor, Berks. SL4 5EN
NOR: 318
This new Aided School (Anglican/Roman Catholic) which opened in September 1986 is seeking a committed Christian class teacher, Scale 2, Curriculum Development (main subject Science) from Easter 1987.
Further details and application forms may be obtained from Mrs J. Radnor, c/o St. Edward's Royal Free Ecumenical Middle School.
Closing date: 26th January.
An Equal Opportunity Employer. (37694) 125620

**KENT**
COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH WEST KENT AREA
NEW ASH GREEN MIDDLE SCHOOL
Ash Road, New Ash Green, Nr. Dartford, Kent DA3 8JZ
Group 7, 9-13 years, Number on roll - 396
Permanent Scale 1 position available as from April 1987. In this purpose built 5 years old Middle School. Enthusiastic teacher of general subjects required to join this friendly committed staff.
Primary and/or Middle school experience preferred. Vacancy due to promotion.
Further details available from the school.
Closing date: 23rd January, 1987.
Possibility of help with temporary housing in approved cases. (37414) 125622

## Secondary Education

## Headships

**BUCKINGHAMSHIRE**
Equal Opportunity Employer
ST PAUL'S RC SECONDARY SCHOOL
Woughton Campus, Milton Keynes
Headteacher - Group 11
The Headship of this school at present under construction on the Woughton Education and Leisure Campus, will be available in September 1987, one year before the school is expected to open.
The school is a voluntary aided 12-18 age range comprehensive.
Applicants should be practising Roman Catholics.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Application forms and further details are available from the Education Officer, J. Ginnever, B.Sc., M.Ed., ... Milton Keynes Area Education Office, 1 Witan Gate ... Central Milton Keynes MK9 2BE, on receipt of a foolscap stamped addressed envelope.
(37616) 130...

**DEVON**
COUNTY COUNCIL
Please see display advertisement on Page 53.
(37376) 130...


Highcliffe Comprehensive School, Parkside, Highcliffe, BH23 4QB
(N.O.R. 900 – Age range 11-16)

**Headteacher**

**Group 10 Required September, 1987.**

Details and application forms available from the Staffing Officer, Education Office, Portman House, Richmond Hill, Bournemouth BH2 6ER, on receipt of s.a.e.

Closing date 23rd January, 1987.

(00516)

DORSET County Council



**HEADSHIP**

Group 11.

ST. ANGELA'S R.C. SCHOOL FOR GIRLS, Oakthorpe Rd., London N13 5TY.
Voluntary Aided Comprehensive School (age range 14-18). Tel. No. 01-886 2165
600 on Roll (200 in Sixth Form).

The Governors invite applications from practising Roman Catholic teachers for the post of Head Teacher of this school, with effect from Easter 1987.

The Governors are seeking a well-qualified and experienced candidate able to maintain and develop strong links with the local community (including parents, partner primary and middle schools, Local Education Authority, Diocese of Westminster. He/she must be capable of leading a team of committed and able staff into the next phase of the School's development.

London allowance, £726. Consideration given to assistance with removal, relocation costs, temporary housing and two homes allowance.

**Application forms and full details (large SAE) obtainable from the present Head Teacher. Forms should be returned to the Clerk to the Governors, c/o St. Angela's School. Closing date 23rd January 1987.**

(00489)

London Borough of Enfield

An Equal Opportunity Employer



**SHROPSHIRE**
EDUCATION COMMITTEE
An Equal Opportunity Employer

**SECONDARY HEADSHIPS**

The following three comprehensive school Headships will become vacant from the begining of the Summer Term 1987.

1) Idsall School, Shifnal. 11-18 (Group 11)
2) Lakelands School, Ellesmere. 11-16 (Group 7)
3) Belvedere School, Shrewsbury. 11-16 (Group 8)

Application forms and further details (send s.a.e.) from:-

**The County Education Officer, Education Department, Shirehall, Shrewsbury, SY2 6ND**

**Closing date Monday 19th January, 1987**



**Headteacher**

**Group 10**

**CARSHALTON HIGH SCHOOL FOR BOYS**

**Winchcombe Road**
**Carshalton, Surrey**

To commence duties on 1 September 1987.

Carshalton Boys' is a non-selective 11-18 High School taking up to six forms of entry. The school is participating in a range of initiatives including TVEI and CPVE.

It should be noted that the organisation of secondary schools in this Authority is currently being considered with a view to establishing a system of comprehensive education.

**Further particulars and application form from the Director of Education, The Grove, Carshalton, Surrey SM5 3AL (s.a.e. please). Telephone: 01-661 5741 (24 hour telephone answering service).**

Closing date 23 January 1987. (11737)

LONDON BOROUGH OF SUTTON



**Headship**

**Hadleigh County High School**

*Group 9; Ages 11-16: Number on Roll: 727*

Applications are invited from suitably qualified and experienced teachers for the post of Head Teacher.

Hadleigh is a thriving town 7 miles west of Ipswich.

The school is accommodated in modern buildings and serves the town of Hadleigh and surrounding countryside.

The appointment will date from either the beginning of the Summer Term or Autumn Term 1987.

Further details and application forms are available from the County Education Officer, St Andrew House, County Hall, Ipswich IP4 1LJ (sae please) and completed forms should be returned by 23rd January 1987.

(00530)

Suffolk County Council



**Queen Elizabeth's School, Wimborne Minster, Dorset BH21 4DT. (13-18 Comprehensive)**

Required for September, 1987 a

**HEAD TEACHER**

for this Group 13 Comprehensive school. Number on roll 1345, 220 in the Sixth Form.

**Application forms and further particulars from the Staffing Officer, Eastern Area Education Office, Portman House, Richmond Hill, Bournemouth BH2 6ER on receipt of an A5 s.a.e.**

**This is a re-advertisement. Previous applicants are asked to inform the Staffing Officer if they wish their applications still to be considered and may obtain information about the timetable for this appointment by sending an A5 s.a.e. Closing date 6th February, 1987.**

(13646)

DORSET County Council



KNOWSLEY

**RE-ADVERTISEMENT**

Ruffwood Comprehensive,
Roughwood Drive,
Northwood,
Kirkby, Merseyside L33 8XF
[1821 pupils on roll, 11-18 mixed – SPA payable]

**HEADTEACHER GROUP 13**

Applications are invited for appointment as Headteacher of this purpose-built comprehensive school from Summer Term 1987. The post becomes vacant upon the retirement of Mr A R Barnes CBE, MA, JP, who has been Head of the school since it opened in 1959. Ruffwood School occupies extensive buildings on a spacious campus with a full range of facilities.

**Application forms and further details are available from the Acting Borough Education Officer, Huyton Hey Road, Huyton, Merseyside L36 5YH, to whom they should be returned by 23 January 1987.**




SECONDARY HEADSHIPS
continued

**LEICESTERSHIRE**
COUNTY COUNCIL
An Equal Opportunity Employer
BABINGTON COMMUNITY COLLEGE
Strasbourg Drive, Beaumont Leys, Leicester LE4 0SZ
(11-18)
NOR: 913
HEAD OF UPPER SCHOOL
BURNHAM 4
Required April or September, an experienced teacher to co-ordinate and further develop pastoral/curriculum in the Upper School. The post offers an exciting opportunity for someone totally committed to the comprehensive ideal and able to obtain the highest possible standards, yet be sympathetic to the needs of young people. The vacancy is due to promotion of the previous holder to a deputy headship.
Please contact the Headteacher for further details and application forms (SAE). (37655) 130010

**NORTHAMPTONSHIRE**
GUILSBOROUGH COUNTY SCHOOL
West Haddon Road, Guilsborough, Northampton NN6 8QE
Re-advertisement
APPOINTMENT OF HEADTEACHER: GROUP 12
Applications are invited for the post of Headteacher of this well established co-educational 11-18 school of approximately 1150 pupils including 130 in the sixth form.
The school is situated 12 miles north of Northampton and serves a large rural catchment area.
The appointment will be from 1st September 1987, or earlier, if possible.
Previous applications will be considered unless notification to the contrary is received.
Further details and application form available from the County Education Officer (Ref ST/DL) Northampton House, Northampton NN1 2HX on receipt of a large SAE.
Closing date a fortnight after the appearance of this advertisement.
Northamptonshire welcomes applications regardless of marital status, sex, race and disability.
(37115) 130010

**ROTHERHAM**
METROPOLITAN COUNCIL
Rotherham is an equal opportunities employer
MALTBY COMPREHENSIVE SCHOOL
11-18 Mixed. Approx. 1800 on roll. Approx. 200 in 6th form
Required for Easter or September, 1987.
HEAD TEACHER.
Salary: Group 13.
Closing Date: 23rd January, 1987.
Further particulars available from the Director of Education, Norfolk House, Walker Place, Rotherham S60 1QT (Tel: Rotherham (0709) 382121, Ext. 3357), to whom completed application forms should be returned. G. Crane, Director of Personnel Resources. (37143) 130010

**WARWICKSHIRE**
APPOINTMENT OF HEAD
HENLEY-IN-ARDEN HIGH SCHOOL
Stratford Road, Henley-in-Arden, Solihull, West Mids. B95 6AF
Applications are invited from suitably qualified and experienced teachers for the post of Head of this Group 9 school (371 on roll) with effect from 1st September 1987.
Application form and further details may be obtained from the County Education Officer, 22 Northgate Street, Warwick CV34 4SR, (ref: SCH/JT) to whom completed forms should be returned by 23rd January 1987.
(37747) 130010

## Deputy Headships

## Second Masters/ Mistresses

**BARNET**
LONDON BOROUGH
EAST BARNET SCHOOL
Chestnut Grove, Cat Hill, East Barnet, Herts. EN4 8PU
Tel: 01-440 4162
Co-educational Comprehensive. Roll 1030. Sixth Form 160
Near Cockfosters tube station and New Barnet B.R. station
Required Easter 1987 DEPUTY HEADTEACHER Group 11. The present Deputy has obtained promotion to a Headship. The responsibilities of the Deputy will change from time to time in preparation for further promotion. Applicants will be expected to possess an appreciation of whole school issues and make major contributions in the fields of public relations and discipline. The specific responsibilities of the post will be determined according to the particular abilities and interests of the successful candidate who will work closely with the Head and the other two Deputies.
Removal expenses and separation allowances available.
Applications and curriculum vitae with names of two referees should be sent to: The Director of Educational Services, Town Hall, Friern Barnet N11 3DL, Tel: 01-368 1255 by Friday 23rd January 1987. Further details may be obtained from the school.
(37410) 130012

**BUCKINGHAMSHIRE**
MILTON KEYNES AREA
Equal Opportunity Employer
SIR FRANK MARKHAM SCHOOL
Woughton Campus, Chaffron Way, Milton Keynes MK6 5EH
DEPUTY HEAD - Group 12
Required from April, an experienced teacher to complete a team of four Deputies to manage a section of the school, involving responsibility for the effective delivery of the curriculum, professional development of staff and care and support of students. The successful applicant will also participate in the management of the whole school, with a specific responsibility for Information Technology provision including for example: administration, profiling and timetabling.
This comprehensive school opened in 1979 in new buildings is designed for 1440 pupils aged 12-16 and has purpose-built sixth form accommodation for 240 students. Through both curriculum and a wide range of external links, the school has a demonstrable commitment to the wider community and the successful candidate would be expected to share this commitment.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Application forms and further details are available from the school on receipt of a foolscap, stamped addressed envelope. Closing date 26 January 1987. (37817) 130012

**EAST SUSSEX**
HILLCREST SCHOOL
Rye Road, Hastings TN35 5DN
Comprehensive mixed, 11-18.
Roll: 1115
From September 1987: Deputy Headteacher (Group 11). Applications are invited from hardworking teachers with administrative experience who have a commitment to high standards and are able to work happily with all members of the School community.
Relocation grants in approved cases.
Application forms and further details (sae please) from and returnable to the Head Teacher. Please quote reference (TES). (36230) 130012

**HAMPSHIRE**
BROOKFIELD SCHOOL
Brook Lane, Sarisbury Green, Southampton, Hants. SO3 6DU
11-16 mixed Comprehensive - 1164 on roll
Required Easter 1987 - SECOND DEPUTY HEAD - GROUP 11.
Applications form and further details can be obtained from the Headmaster on receipt of a s.a.e.
The County Council pursues a policy of equality of opportunity.
Applications are particularly welcome from people with disabilities.
Closing date 27/1/87.
(37201) 130012

**HEREFORD AND WORCESTER**
COUNTY COUNCIL
ST. AUGUSTINE'S R. C. HIGH SCHOOL
Stonepits Lane, Hunt End, Redditch
Group 10
SECOND MASTER/ MISTRESS
Required from 29th April 1987, for this Mixed Comprehensive (13-18) High School, 717 on roll including 140 in the Sixth Form, a graduate practising Roman Catholic teacher for the above post. Applications are invited from both men and women for this vacancy which has arisen on the promotion of the First Deputy to a Headship. The school has its own CPVE course and expects to introduce a TVEI extension in 1987.
Applications by letter with a full c.v. to the Clerk to the Governors at the school to arrive by Thursday, 22nd January 1987. Further details available from the Headmaster at the school, Stonepits Lane, Hunt End, Redditch B97 5LX. (Tel: 0527 46164).
(37529) 130012

**HOUNSLOW**
CRANFORD COMMUNITY SCHOOL
High Street, Cranford
Head: Mrs Anne Jones, B.A., Dip. Soc., F.R.S.A.
Tel: 01-897 2001
Wanted for April 1987: Senior Teacher Curriculum Development, with special emphasis on the Community Curriculum.
Cranford is a coeducational community school in a multiracial area situated near Heathrow Airport. As a community school it not only provides an education service for the pupils of the comprehensive school (some 1100) but also for adult students (some 1300 full or part time).
We are now well established as a community school with an extensive programme of adult education and training and close links with local employers and our neighbouring multicultural community. We want to extend the pupils' curriculum, even more than it is already, to link with, use, respond and to give to our local environment. This new post offers tremendous scope for a teacher of energy and vision with first class interpersonal, communicative, organisational and teaching skills.
For full details please write to the Head enclosing a curriculum vitae, the names of two referees and s.a.e.
London Allowance £726 per annum.
Closing date 21st January 1987.
We are an Equal Opportunity Employer. (37235) 130012

**HUMBERSIDE**
EDUCATION COMMITTEE
SCUNTHORPE DIVISION
GOOLE-GRAMMAR SCHOOL
Centenary Road, Goole
Head Teacher: E. Hoey
No. on Roll: 1,103
Required for Easter, 1987, SECOND MASTER/MISTRESS (Deputy Head Group 12 salary). Applications are invited from candidates who wish to make a contribution to the development of this 13-18 Comprehensive School. This post is part of the Senior Management Team and the specific responsibilities will be tailored to meet the strengths of the successful candidate.
'Full and fair consideration will be given to all disabled applicants'.
Application forms and further details may be obtained from the Head Teacher at the School (f.s.a.e. please), to whom completed forms should be returned no later than 23rd January, 1987.
(37547) 130012

**KENT**
COUNTY COUNCIL
EDUCATION DEPARTMENT
EAST KENT AREA
THE CONYNGHAM SECONDARY SCHOOL
Stirling Way, Ramsgate, Kent CT12 6NB
A Deputy Head is required from September 1987 (or earlier) on the promotion of the present holder.
The person appointed will be part of the senior management team and will have particular responsibility for curriculum co-ordination and development.
Application forms and further details available from the Headmaster (s.a.e. please).

ST. ANSELM'S CATHOLIC COMPREHENSIVE SCHOOL
Old Dover Road, Canterbury, Kent CT1 3EN
Group 10
DEPUTY HEAD TEACHER
This post becomes available at Easter, or as soon thereafter as possible, on the retirement of the present holder. The Governors invite applications from suitably qualified graduate, enthusiastic, practising Roman Catholic teachers who have substantial experience to meet the challenges of this senior management position.
The successful candidate will be expected to support and make major contributions to all aspects of the management, policy making and developing life of the school and to have specific responsibility for curriculum planning, administration and timetabling.
Application forms and further details of the post may be obtained from the Clerk to the Governors at the school (sae please).
Closing date January 31st 1987.

SOUTH KENT AREA
ASTOR SECONDARY SCHOOL
Astor Avenue, Dover
Required September 1987. Senior Master/Mistress for this Group 10 School.
Application forms and further information available from the Headteacher to whom completed applications should be returned by 30th January 1987. (37419) 130012

**LEICESTERSHIRE**
COUNTY COUNCIL
An Equal Opportunity Employer
LEICESTERSHIRE ALDERMAN NEWTONS SCHOOL
(11-18)
DEPUTY HEAD
GROUP 11
Required for April 1987, for this 11-18 mixed comprehensive school a well qualified and experienced teacher to join the Senior Management Team.
Further information available from the Headmaster, Mr. D.G. Butler, Alderman Newtons School, Glenfield, Leicester LE3 8DN. Tel: 872553.
(37640) 130012

**LEICESTERSHIRE**
COUNTY COUNCIL
An Equal Opportunities Employer
SYSTON WREAK VALLEY (11-18) COLLEGE
Parkston Road, Syston, Leics. LE7 8LY
NOR 1350
VICE PRINCIPAL
Group 12
Following retirement, a Vice Principal is required from April to join a team consisting of three Deputies. This challenging post offers an opportunity to work in a thriving college which, in addition to being an upper school, is unique in having an integral High School. Interest and experience in curriculum development will be looked for and further details of the school and post should be obtained from the Principal (SAE).
Further details are available from the Principal to whom letters of application, together with two educational referees should be returned as soon as possible. (37641) 130012

**LEICESTERSHIRE**
COUNTY COUNCIL
An Equal Opportunity Employer
GUTHLAXTON COLLEGE
Station Road, Wigston Magna, Leics.
14-19 Upper School and Community College
NOR 1470
DEPUTY PRINCIPAL
Group 13
Required for April or September, 1987. Vacancy on promotion of present holder to a headship. Applications are invited from teachers with enthusiasm, energy, initiative, and proven managerial and organisational experience in secondary schools. A commitment to community education is essential. The successful candidate will share responsibilities with Deputy Principal colleagues and will have overall specific responsibility for:- Pastoral Care/Guidance - including oversight of work of division heads and pastoral staff, liaison with Careers Service: Schools Psychological Service, Social Services, Police; review of assessment procedures and record-keeping and development of profiling: Link course liaison with Further Education establishments: oversight of College Equal Opportunities policy.
Further details upon request and with SAE from the Principal at the above address to whom the completed letters of application should be returned by 26th January, 1987.
(37648) 130012

**LONDON EC2**
CENTRAL FOUNDATION BOYS' SCHOOL
Cowper Street, London EC2A 4AP
Tel: 01-253 3741
Headteacher: Mr G.R. Clark
Required for April 1987 a DEPUTY HEAD for this Group 9 voluntary aided comprehensive school. The successful candidate will be responsible for preparing the timetable and expected to take a lead role in curriculum development.
Application forms and further details are available from the Headteacher (s.a.e. please) and should be returned to the school by Friday 23rd January 1987. (37680) 130012

**NORTHAMPTONSHIRE**
ROTHWELL MONTSAYE SCHOOL
Greening Road, Rothwell, Kettering, Northants. NN14 2BB
Following the promotion of a member of the present team to a Deputy Headship, a vacancy exists in the school's senior management for a suitably qualified and experienced teacher to act as Head of Upper School (Years Four and Five) on senior teacher scale.
Montsaye is an 11-19 comprehensive (1215 on roll with 100 in the Sixth Form) set in pleasant rural surroundings.
The appointment (for April 1987) is seen as a key post in the development of a number of curricular and pastoral initiatives on which the school has embarked and the successful candidate should have a clear understanding of the 14-19 curricular continuum.
The post offers a challenging opportunity to play a full part not only in the organisation of years Four and Five but in the school as a whole.
Further details and application forms are available from the Headmaster (sae please) at the school.
Closing date a fortnight after the appearance of this advertisement.
Northamptonshire welcomes applications regardless of marital status, sex, race and disability.
(45894) 130012


ENFIELD CHASE SCHOOL
(Group 11 – Comprehensive School for Girls 11-18)
Holly Walk, Enfield, Middlesex EN2 6QG
Roll 1140. 100 in Sixth Form

**SECOND DEPUTY HEAD TEACHER**

Applications are invited for this post from well qualified teachers with suitable organisational experience, proven leadership qualities and a firm commitment to comprehensive education.

Enfield Chase is the only all girls Comprehensive School in Enfield and pupils come from Primary Schools across the Borough in accordance with the Council's policy of parental choice.

Enfield Chase is a base for T.V.E.I. and is a Borough centre for technology.

The school is situated in the centre of Enfield Town where a major redevelopment of the shopping centre has recently been opened. Enfield is well positioned being only 30 minutes from Central London to the south and with open countryside only a few minutes away to the north.

This is a re-advertisement. Previous candidates remain under active consideration and need not re-apply.

The successful candidate will be expected to take up duties from Easter 1987.

London Allowance £726. Consideration given to assistance with removal, relocation costs, temporary housing and two homes allowance.

Application forms (large SAE) obtainable from, and to be returned to, the Director of Education, P.O. Box 56, Civic Centre, Silver Street, Enfield EN1 3XQ.

Closing date: 23rd January 1987.

London Borough of Enfield

An Equal Opportunity Employer



**Hounslow**

**Lampton School, Lampton Avenue, Hounslow TW3 4EP**
**Tel: 01-572 1936**

**Headteacher Mr D M Jordan BSc**

Required for the Summer Term, 1987 a

**Second Deputy Headteacher (Group 10)**

Curriculum, Pastoral and Administrative duties are shared between the three deputies and precise terms of reference will be negotiated following appointment. The school is currently involved in a number of initiatives most notably in the areas of staff development, development of new courses and forms of assessment and the Technical and Vocational Education Initiative, for which this school is one of five selected to run a pilot project from September, 1987.

Applications are invited from well qualified and experienced teachers who can make a major contribution to the work of the senior management team of the school.

A teaching commitment of the order of 50% of a timetable will be expected of the successful candidate.

**Requests for further particulars and letters of application, including CV and names and addresses of two referees, to be received within 7 days of the appearance of this advertisement, should be addressed in the first instance to the headteacher (s.a.e. foolscap, please).**

London Allowance £726 per annum

WE ARE AN EQUAL OPPORTUNITY EMPLOYER

(13878)



**YSGOL UWCHRADD MAES GARMON, YR WYDDGRUG**

**DIRPRWY BENNAETH – GRWP 10**

Gwahoddir ceisiadau am y swydd uchod i ddechrau yn nhymor yr haf 1987.

**Gellir cael gwybodaeth ychwanegol a ffurflenni cais oddi wrth yr isod.**

**Dyddiad cau: Dydd Llun, Ionawr 26, 1987.**

*Shire Hall,* *KEITH EVANS*
*Mold* *Director of Education*
*12.12.86*

(02148)

CLWYD COUNTY COUNCIL

## SECONDARY DEPUTY HEADSHIPS
continued

**LONDON SE16**
BACON'S SCHOOL
Delaford Road, Bermondsey SE16 3BS
Tel: 237 5243
The Governors wish to appoint a Second Mistress/Master (Third Deputy Head) to this six form entry, mixed, Church of England Voluntary Aided Comprehensive School in South London. The school is on a split-site and the Sixth Form is part of a Consortium. The person appointed would be responsible initially for setting up a Pastoral System throughout the school, and a Personal and Social Education Course in the Fourth and Fifth Years.
Further details and application forms from the Headteacher at the school.
Previous applicants must let the Head know if they wish to be considered.
Closing date January 23rd 1987. (37038) 130012

**SURREY**
ROYAL GRAMMAR SCHOOL Guildford
(HMC Independent - 750 day boys)
Required in April or September, a DEPUTY HEAD to assist the Headmaster in all aspects of school management. Vacancy caused by promotion to Headship.
Full details of this key post available from the Headmaster (DH), Royal Grammar School, High Street, Guildford, Surrey GU1 3BB. (37030) 130012

**SURREY**
EDUCATION COMMITTEE
THE ASHCOMBE SCHOOL
Ashcombe Road, Dorking RH4 1LX
(12-18 Mixed Comprehensive, NOR September 1986 1168 inc. 225 in Sixth Form)
DEPUTY HEADTEACHER
Required for April 1987 for this Group 12 School. The successful candidate is expected to play a major part in the senior management team. The vacancy is due to the promotion of the present post holder to a Headship. Salary Scale £16,326 - £17,820 p.a.
Application form and further details from South East Area Education Office, 123 Blackborough Road, Reigate RH2 7DD. Tel: Redhill 74166. Closing date 23 January 1987. (46269) 130012

**WALSALL**
METROPOLITAN BOROUGH COUNCIL
SECOND MASTER/MISTRESS (DEPUTY HEAD)
Required Easter, 1987, or earlier if possible, due to promotion, a hardworking, experienced teacher with flair and imagination as Second Master/Mistress in this 11-18 mixed community school with a stable roll and a successful T.V.E.I. project. A major contribution to curricular and staff development is expected, in addition to administrative responsibilities. An interest in continuing education is desirable.
Application forms and further details available on receipt of an S.A.E. from the Headteacher, Pool Hayes Community School, Castle Drive, Willenhall, West Midlands.
Closing date: 23rd January, 1987.
Walsall is an Equal Opportunity Employer. (37139) 130012

**WEST SUSSEX**
ST. MARY'S C.E. (AIDED) SCHOOL
Windmill Lane, East Grinstead, Sussex
Group 5
DEPUTY HEADTEACHER
Required for this Group 5 school following the promotion of the present holder. Candidates should state their curriculum strengths. A communicant member of the Church of England is preferred but not essential. Closing date three weeks from date of advertisement.
Application form and details available from Area Education Officer, Goffs Park House, Horsham Road, Crawley, Sussex and should be returned to the Headteacher at the above school. (37708) 130012

## Remedial and Special Needs Teaching Posts

## Heads of Department

**BEXLEY**
LONDON BOROUGH
RIVERSIDE SCHOOL
Yarnton Way, Erith DA18 4DW
Tel: 01-310 0111
Group 10, Mixed Roll: 900
Head of Remedial Education - Scale 3 required for April 1987.
Applications are invited from suitably qualified and experienced teachers for this important post. The successful candidate will lead an enthusiastic and dedicated team.
Please send for further details of the post and an application form. (37751) 131018

**ESSEX**
NEWPORT FREE GRAMMAR BOYS' COMPREHENSIVE SCHOOL
Newport, Saffron Walden CB11 3TR
Tel: 0799 40237
(Roll 639; Sixth Form 130)
SPECIAL NEEDS, HEAD OF DEPARTMENT, Scale 3
Required Summer Term, or earlier, well qualified teacher to take charge of Special Needs throughout the school. Successful department. Interest in extra-curricular activities an advantage. Closing date: 30th January, 1987.
Further details and c.v. to Headteacher (foolscap s.a.e. please). (45900) 131018

**KENT**
COUNTY COUNCIL
EDUCATION DEPARTMENT
SOUTH KENT AREA
BROCKHILL & ST. LEONARD'S SCHOOL
Sandling Road, Saltwood, Hythe, Kent
Group 11. No. on roll 1150
Required for April 1987, a Head of Special Needs (Scale 3) for this co-educational non-selective school. Special Needs provision is moving towards a support model and is likely to expand. The school is looking for an experienced teacher who can, with the school's co-ordinator, play a leading role in this department.
Further details are available from the Head Teacher, with application forms.
CLOSING DATE for applications: 23rd January, 1987. (37420) 131018

**OXFORDSHIRE**
COUNTY COUNCIL
DRAYTON SCHOOL
Drayton Road, Banbury, Oxon.
Group X (11-16 Comprehensive School) 880 roll
Required for Easter 1987, Head of Special Educational Needs (Scale 4S).
An experienced and well-qualified teacher to lead and co-ordinate a large department of specialists in this purpose-built comprehensive school. The person appointed will be required, in consultation with colleagues, to analyse the Special Educational Needs of pupils in the school, and devise suitable programmes of work and activity for them, evaluating progress regularly and amending the programme as necessary.
A teacher with strong social, communication and organisational skills is sought in order to reinforce positive links and integration between the department and the main school.
The department is exceptionally well-resourced in terms of rooms and equipment, and opportunities exist for contributing towards developing pupil recording of achievements and Oxfordshire's New Learning Initiative. The person appointed will also act as a tutor within the pastoral system.
Further details and application forms available from the Headteacher, Drayton School, Drayton Road, Banbury, Oxon. OX16 0UD.
An equal opportunity employer. (37082) 131018

**OXFORDSHIRE**
COUNTY COUNCIL
DRAYTON SCHOOL
Drayton Road, Banbury OX16 0UD
Required for Easter 1987, Head of Special Educational Needs (Scale 4 + S.S.A.).
An experienced and well-qualified teacher to lead and co-ordinate a large department of specialists and who will be required, in consultation with colleagues, to analyse the Special Educational Needs of pupils in the school and devise suitable programmes of work and activity for them, evaluating progress regularly and amending the programme as necessary.
Strong social, communication and organisational skills are sought in order to reinforce positive links and integration between the department and the main school.
Opportunities exist for contributing towards developing pupil recording of achievements and Oxfordshire's New Learning Initiative. The person appointed will also act as a tutor within the pastoral system.
Further details and application forms from the Headteacher. S.A.E. please. (37818) 131018

## Scale 2 Posts and above

**CAMBRIDGESHIRE**
NORTHERN AREA EDUCATION DEPT.
Peterborough
Scale 4 Area Co-ordinator for Children with Special Needs - see display advertisement on Primary page. (37189) 131020

**CUMBRIA**
COUNTY COUNCIL
THORNCLIFFE SCHOOL
Thorncliffe Road, Barrow-in-Furness LA14 5QP
County Mixed 11-16 nor 969
HEAD OF SUPPORT UNIT (Scale 3)
Required: for April 1987 to continue to develop a small self contained unit for disturbed, disruptive children within a normal comprehensive school, whose main aim is integration. Special training in the education of maladjusted children valuable, although not essential.
Application forms and further details from and returnable to Headteacher by 23.1.87. (37628) 131020

**HAMPSHIRE**
APPLEMORE COMPREHENSIVE SCHOOL
Roman Road, Dibden Purlieu, Southampton, Hants.
(11-16)
N.O.R. 720 approx.
SCALE 3 - CONSULTANT FOR CURRICULUM SUPPORT
For children with specific learning difficulties. This is a key post in the programme of support for children who whilst having average or above average ability, have specific learning difficulties.
Required April, 1987.
S.A.E. (F) to South West Area Education Office, Cannon Street, Lymington, Hants.
We pursue a policy of equality of opportunity.
Applications particularly welcome from people with disabilities. (37204) 131020

**HAMPSHIRE**
SHOLING GIRLS' SCHOOL
Middle Road, Southampton SO2 8PH
(12-16 Comprehensive)
Required April Scale 3 Head of Special Needs - a trained specialist conversant with 1981 Education Act to run the Department with a team of teachers operating 'remedial clinic' throughout the school. Knowledge of Diagnostic testing essential.
We pursue a policy of equality of opportunity.
Application particularly welcome from people with disabilities.
S.A.E. to school for full details. Application by letter to Head with C.V. and names of two educational referees by 23rd January (Re-advertisement - previous applicant will be considered automatically). (45879) 131020

**RICHMOND UPON THAMES**
LONDON BOROUGH OF RICHMOND UPON THAMES
(An equal opportunity employer)
WALDERGRAVE SCHOOL FOR GIRLS
Fifth Cross Road, Twickenahm TW2 5LH
Waldegrave is an 11-16 comprehensive school for girls serving the whole of the Borough. The buildings are well equipped and maintained and stand in extensive grounds.
A teacher SCALE 2 plus £726 Outer London Allowance, is required to work with children with learning difficulties and to be responsible under the Senior Teacher who has overall responsibility for Special Needs, for the organisation of individual or small group programmes.
Please apply by letter to the Headmistress at the school by 22nd January 1987. (37505) 131020

## By Subject Classification

## Art and Design

## Heads of Department

**BROMLEY**
COOPERS SCHOOL
Chislehurst, Kent
For January or as soon as possible, Head of Technology (Scale 3). (For details see under 'Secondary - C.D.T. - Heads of Departments). (37571) 131218

**HOUNSLOW**
CRANFORD COMMUNITY SCHOOL
High Street, Cranford, Hounslow, Middlesex TW5 9PD
Tel: 01-897 2001
Head: Mrs Anne Jones, B.A., Dip. Soc., F.R.S.A.
Wanted for Easter 1987 Head of Community Arts Scale 3.
Cranford is a coeducational comprehensive community school for some 1200 pupils aged 11-18, and some 1200 adult students, situated in a multiracial area of outer London near Heathrow Airport. The community arts post has now been fully established for over five years. There is now a highly successful tradition of performing arts, multicultural festivals and events, youth work and many other creative and enterprising events designed to serve the needs of the people in the locality including the pupils. There is a .4 teaching commitment in the mainstream school, either in GCSE work and/or within our flourishing Expressive Arts course (Art, Drama, Music, Dance and Creative Writing) which is part of the common core for all pupils of 16. There are also opportunities for contributing to work with the handicapped, the unemployed returning to work and the CPVE 6th form work. For full details please apply to the Head, enclosing a curriculum vitae and the names of two referees and a s.a.e.
London Allowance £726 per annum.
Closing date 21st January 1987.
We are an Equal Opportunity Employer. (37241) 131218

## Scale 1 Posts

**BUCKINGHAMSHIRE**
MILTON KEYNES AREA
Equal Opportunity Employer
RADCLIFFE SCHOOL
Aylesbury Street West, Wolverton, Milton Keynes MK12 5BT
(Mixed comprehensive - approximately 1670 on roll)
Required immediately, a teacher of Art, for one or two terms only. Scale 1.
Apply by letter to the Headteacher, D. Gilling, M.A., Les.L., giving full curriculum vitae and the names and addresses of two referees. (37617) 131222

**CROYDON**
LONDON BOROUGH OF CROYDON
EDUCATION COMMITTEE
ASHBURTON HIGH SCHOOL
Shirley Road, Croydon CR9 7AL
Tel: 01-656 0222
Teacher of Art is required as soon as possible. An ability to teach all age groups and abilities in addition to generally assisting the develoment of cross curricular work, will be expected.
Salary: Scale 1.
Tenable: As soon as possible. (37435) 131222

**ENFIELD**
LONDON BOROUGH OF ENFIELD
KINGSMEAD SCHOOL
Southbury Road, Enfield EN1 1YQ
Roll 1050
Required Easter 1987, Scale 1 teacher of ART and DESIGN. Co-operation between C.D.T. and Art is strong with design-based work emphasised.
Substantial curriculum innovation is taking place throughout the school with T.V.E.I. particularly influential.
The relaxed yet structured atmosphere of the school will ensure that the successful applicant will enjoy a positive and satisfying working environment supported by an active Staff Association.
London Allowance, £726.
Applications by letter direct to the Head enclosing a c.v. and the names and addresses of two referees.
An equal opportunity employer. (46240) 131222

**ENFIELD**
LONDON BOROUGH OF ENFIELD
AYLWARD SCHOOL
Wilbury Way, London N18 1BX
Roll 950
Required February 1987, suitably qualified teacher of ART (Scale 1). This is a temporary appointment to cover maternity leave.
A willingness to assist with in-class support teaching and the integrated Humanities project in year 1 will be an advantage.
London Allowance, £726.
Apply by letter, with c.v., giving names, addresses and telephone numbers of two referees to the Head Teacher at the school as soon as possible.
Closing date 21st January 1987.
An equal opportunity employer. (37385) 131222

**HERTFORDSHIRE**
TOWNSEND CHURCH OF ENGLAND SCHOOL
High Oaks, St. Albans, Herts.
Grup 10
Required immediately an enthusiastic and wel qualified teacher to join a modern, forward looking Art, Design and Textile Department.
An interest in decorative textiles, dyeing and printing together with a sound knowledge of design and garment construction techniques would be an advantage.
The successful candidate would be expected to help with the development of GCSE in the department.
This is a five-form entry all-ability mixed school with 640 on roll and modern purpose built accommodation. Textile rooms adjacent to art rooms.
Apply by letter to the Head (Mrs P.M. Pollard) at the school with copies of testimonials, names and addresses of 2 referees. No forms. Please enclose S.A.E. (36249) 131222

**HOUNSLOW**
FELTHAM COMMUNITY SCHOOL
Browell's Lane, Feltham, Middlesex TW13 7EF
Tel: 01-890 0167
(Roll: 1325 Sixth Form 125)
Head: Paul M. Grant, B.Sc., Dip.Ed.
Required from January 1987, or as soon as possible thereafter, a teacher of Art, Scale 1, full or part time. This could be a one/two term temporary appointment. The Art Department consists of five staff, some of whom are Community Tutors. The facilities, completed in 1983, comprise six specialist rooms, dark room and resource area. The person appointed will be expected to teach across the full age range and will need to offer a variety of skills and show a willingness to participate in community education teaching. An interest in Graphic Communication would be an advantage.
Letters of application (no forms) to the Head within seven days giving details of qualifications, experience and the names and addresses of two referees.
London Allowance £726 per annum.
We are an Equal Opportunity Employer. (37332) 131222

**LEICESTERSHIRE**
COUNTY COUNCIL
An Equal Opportunity Employer
KING EDWARD VII COLLEGE
Warren Hills Road, Coalville, Leics. LE6 3UU
(14-18)
NOR: 1055
ART AND DESIGN
Scale 1
Required as soon as possible to cover maternity leave, a teacher of 4th and 5th year expressive arts (P.E. in addition to core programme).
Please contact the Headteacher for further details and application forms (SAE). (37653) 131222

**OXFORDSHIRE**
COUNTY COUNCIL
HENRY BOX SCHOOL
Church Green, Witney OX8 6AX
A temporary teacher of Art and Craft with pottery as a main specialism is required from 9th February (to cover maternity leave) to join a successful, forward-looking Department with excellent specialist facilities.
Application forms and further details are available from the Headteacher. SAE please.
An equal opportunity employer. (37550) 131222

**RICHMOND UPON THAMES**
LONDON BOROUGH OF RICHMOND UPON THAMES
(An equal opportunity employer)
WHITTON SCHOOL
Percy Road, Whitton, Twickenham, Middlesex TW2 6JW
(11-16 comprehensive, 700 pupils, mixed)
ASSISTANT TEACHER OF ART (Scale 1 plus £726 Outer London Allowance)
Required for the summer term, 1987, an assistant teacher of ART.
Preferably, applicants should be able to teach ceramics.
Forms and further details (foolscap s.a.e.) from Director of Education, Regal House, London Road, Twickenham, Middlesex TW1 3QS, returnable to the Headteacher at the school by Monday 26th January 1987. (37501) 131222

## Careers

## Heads of Department

**KENT**
COUNTY COUNCIL
EDUCATION DEPARTMENT
SOUTH KENT AREA
THE NORTH SCHOOL FOR GIRLS
Essella Road, Ashford
Roll: 800
Scale 3 Teacher in charge of Careers-related Education and School Industry Liaison, for Easter 1987. (Re-advertisement).
The School is regarded as a leader in school liaison with industry and commerce; a creative person is sought who will expand further this important curriculum area. Applications are invited from teachers able to offer flexibility as to subject area.
Further details and application forms from the Head Teacher to whom supporting letters should be sent by January 23rd. 1987. (37421) 131418

## Classics

## Scale 1 Posts

**WEST MIDLANDS**
QUEEN MARY'S GRAMMAR SCHOOL
Walsall
Boys' Voluntary Aided Selective School: 180 in Sixth Form
Required for September 1987 teacher of CLASSICS.
Ability to help with games a strong recommendation.
Applications by letter, with the names of two referees, to the Headmaster, Queen Mary's Grammar School, Sutton Road, Walsall, West Midlands WS1 2PG. Closing date: 26th January. (37195) 131622

## Commercial Subjects

## Heads of Department

**SURREY**
EDUCATION COMMITTEE
WOODHATCH SCHOOL
Pendleton Road, Reigate, Surrey RH2 7NT
Tel: Reigate 43166
(12-16 mixed comprehensive, NOR 486)
Scale 3 Head of Business Studies Department
From Spring Term 1987. To teach Business and Information Studies to GCSE level and keyboard skills in modern well-equipped department.
Contact Headteacher for further details and application form. (37616) 131818

## Scale 2 Posts and above

**DUBAI**
THE RASHID SCHOOL FOR BOYS
Substantial Tax free salaries. See Overseas. (37587) [illegible]

**SALFORD**
CITY OF SALFORD EDUCATION DEPARTMENT
KERSAL HIGH SCHOOL
Moss[illegible]field Road, Salford 0QH
(11-16 Mixed Comprehensive School (530 on roll))
A teacher of Keyboard [illegible] and Information Technology is required. The post [illegible] be temporary or permanent and a Scale 2 post would be available to a suitable [illegible] cant.
The Department offers [illegible] ventional course [illegible] Keyboard Skills but is increasingly co-operating [illegible] Computer Education [illegible] and is much involved [illegible] N.P.R.A. Units of Accreditation. A flexible and [illegible] teacher is sought.
Further details of [illegible] application form for the [illegible] are available from the [illegible] Teacher to whom applications should be returned as [illegible] possible. (37717) [illegible]

## Scale 1 Posts

**NORTH YORKSHIRE**
TECHNICAL AND VOCATIONAL EDUCATION INITIATIVE
RAINCLIFFE SCHOOL
Lady Edith's Drive, New[illegible] Scarborough YO12 5RL
11-16 Mixed Comprehensive
900 pupils
BUSINESS STUDIES, Scale 1
A new post at the [illegible] which is 1 of 6 local [illegible] forming a T.V.E.I. [illegible] tium. It began [illegible] T.V.E.I. courses in [illegible] ber 1985 when the school received additional resources.
The school enjoys [illegible] facilities on the western [illegible] skirts of Scarborough, [illegible] to the North York [illegible] National Park.
Further details from [illegible] teacher (s.a.e. please).
Closing date [illegible] (37621)

## Computer Studies

## Heads of Department

**ESSEX**
WEST HATCH HIGH SCHOOL
High Road, Chigwell [illegible]
Tel: 01-504 8216
(Roll 1100)
TEACHER IN CHARGE OF COMPUTER SCIENCE AND INFORMATION TECHNOLOGY, Scale [illegible] (London Fringe Allowance)
Required for Easter. [illegible] TVEI school with 38 [illegible] network at forefront [illegible] County Curriculum [illegible] ment. Computer Science [illegible] 'A' level, I.T. to [illegible] Computer literacy [illegible] school. Keen [illegible] approach needed.
Apply by letter/phone [illegible] details (foolscap [illegible] please).

**CHELMER VALLEY [illegible] SCHOOL**
Court Road, Broomfield, Chelmsford CM1 5ER
Tel: 0245 440232
(Roll 998 inc. 100 in VIth Form)
TEACHER IN CHARGE OF COMPUTER EDUCATION Scale 2
Required Easter [illegible] September 1987. Ability to help in Maths useful [illegible] essential. Exciting [illegible] development in school [illegible] rently reviewing whole [illegible] culum. Closing date [illegible] January, 1987.
Applications by full [illegible] with c.v. naming [illegible] ferees to Headteacher [illegible] cap s.a.e. please). (45809)

**HERTFORDSHIRE**
WILLIAN SCHOOL
Radburn Way, Letchworth, Herts.
Tel: Letchworth (0462) 685740
Head: Mr P. Gysla
Acting Head: Mr M. [illegible]
11-18 All ability co-educational, 850 on roll
Required for April, HEAD OF INFORMATION TECHNOLOGY (Scale [illegible])
This exciting and challenging post which offers [illegible] potential, involves [illegible] ponents; teaching [illegible] INSET. The teaching [illegible] ment is half timetable [illegible] involves the teaching [illegible] skills to 4th and 5th [illegible] groups [illegible] examination [illegible] other half of the school [illegible] is spent in provision of [illegible] training and support [illegible] related skills across all [illegible] of the curriculum. [illegible] released for INSET [illegible] normal school hours.
The school is a pilot [illegible] in Education 2000, [illegible] project committed to [illegible] tegration of I.T. [illegible] aspects of the curriculum. This major initiative [illegible] staff release, the [illegible] hardware and software [illegible] professional support [illegible] staff in the four [illegible] two independent schools [illegible] Letchworth, all of [illegible] involved in the project. [illegible] lian School is equipped [illegible] RM Nimbus network [illegible] distribute 30 Nimbus [illegible] over three teaching [illegible] source areas. The [illegible] of more computers [illegible] aged and I.T. INSET [illegible] presently involved [illegible] staff is expected to [illegible] rate all staff within [illegible] year.
Candidates for [illegible] should send their c.v. [illegible] names and addresses [illegible] referees direct to the [illegible] the school as soon as possible. A full job [illegible] will be sent to all [illegible] (46258)



## SECONDARY COMPUTER STUDIES
continued

**CROYDON**
See Mathematics Hd. of Dept. Ashburton High. (37439) 132018

**SINGAPORE**
U.W.C.S.E.A.
HEAD OF COMPUTER STUDIES
For further details see our display advert on Page 73. (37643) 132018

## Scale 2 Posts and above

**JERSEY**
STATES OF JERSEY EDUCATION COMMITTEE
GRAINVILLE SCHOOL
N.O.R. 660, 11-16 co-ed.
Required from Easter, 1987 or before if possible
TEACHER OF COMPUTER APPRECIATION
Jersey Salary Scale £12,210 to £14,520 depending on experience.
Must be able to teach Information Technology to years 1, 2 and 3 and R.S.A. Computer Literacy to years 4 and 5.
Further information and application forms from: Director of Education, P.O. Box 142, Highlands, St. Saviour, Jersey. Closing date: 30th January, 1987. (37009) 132020

**LEICESTERSHIRE**
COUNTY COUNCIL
An Equal Opportunity Employer
THE GRAMMAR SCHOOL
Leicester Road, Ashby de la Zouch
(14-18)
NOR 1255
COMPUTING/INFORMATION TECHNOLOGY SCALE 2
Required Easter if possible, a teacher to be responsible for the development of computing and information technology throughout the school.
Initial placement within Maths department. Ability to teach 'A' level Maths required.
Please contact the Headteacher for further details and application forms (SAE). (37635) 132020

**MERTON**
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
MERTON IS AN EQUAL OPPORTUNITIES EMPLOYER
All applications will be considered on their merits
RICARDS LODGE HIGH SCHOOL
Lake Road, Wimbledon, London SW19 7HB
Tel: 01-946 2208
Head Teacher: Mrs D.E. Kay, B.A., Dip. Ed., M.Sc., L.T.C.L.
Age Range: 13 - 18 years
No. on Roll: 760 girls of whom 160 are in the 6th form
Required immediately a Scale 2 Teacher in charge of INFORMATION TECHNOLOGY.
CLOSING DATE: 23rd January, 1987.
Please write direct to the Headmistress at the School enclosing a full curriculum vitae, giving two referees and a sae for an application form and further details. (37559) 132020

**SURREY**
EDUCATION COMMITTEE
THE BISHOP WAND C. OF E. (AIDED) SECONDARY SCHOOL
Layton's Lane, Sunbury-on-Thames, Middlesex TW16 6LT
Required for the Summer Term, teacher in charge of COMPUTER STUDIES, with some mathematics teaching (preferably to A/Level) in this 11 - 18 mixed comprehensive school, 600 on roll including 90 in the Sixth Form. The subject is taught to GCSE; computer awareness forms part of the Lower School curricium and there is an Information Technology couse in the Sixth Form.
Scale 2 post, or 3 for a well-qualified and experienced candidate who could also take responsibility as Second in the Mathematics Department.
Fringe London Allowance.
Candidates should be in sympathy with the Christian ideals of the School.
Details and application forms from Headmaster, D.G. Jones, M.A., (Tel: Sunbury 78757). (37303) 132020

## Craft, Design & Technology

## Heads of Department

**BROMLEY**
COOPERS SCHOOL
Hawkwood Lane, Chislehurst, Kent BR7 5PS
Tel: 01-467 3263
For January 1987 or as soon as possible thereafter a Head of Technology Department (SCALE 3) to work within the Faculty of Creative Arts and to be responsible for courses in Modular Technology to 'O', GCSE and ultimate 'A' levels etc. at this 5 F.E. Co-educational, Comprehensive School (140 in 6th form).
Application forms and further details available from the Headmaster at the School (large sae please) to whom completed forms should be returned by 20th January, 1987. (37573) 132118

**HAMPSHIRE**
REDBRIDGE COMMUNITY SCHOOL
Cuckmere Lane, Southampton SO9 4LN
(12-16 Comprehensive NOR c600)
Required April Scale 3 Head of Craft, Design and Technology with the experience and enthusiasm to establish a multi-material integrated Design approach and also develop the technological aspect of courses across the curriculum.
We pursue a policy of equality of opportunity.
Applications particularly welcome from people with disabilities.
S.A.E. to school for full details. Application by letter to Head with C.V. and names of two educational referees by 23rd January. (37239) 132118

**ISLE OF WIGHT**
COWES HIGH SCHOOL
Crossfield Avenue, Cowes, IW PO31 8HSP
Age range 13-18 years
1034 on roll Group 11
'YOUNG ENGINEER FOR BRITAIN'
Required for September 1987, or Easter 1987 if possible, HEAD OF CRAFT, DESIGN & TECHNOLOGY (Scale 3) to lead the Department which has enjoyed considerable success in the eleven years of the Young Engineer Competition, including the 'Young Ambassador' prize in 1966.
Further details and application forms from the Headteacher at the school, to whom completed forms should be returned by 23 January, 1987. (SAE please). (37535) 132118

**LINCOLNSHIRE**
SKEGNESS GRAMMAR SCHOOL
Vernon Road, Skegness, Lincs. PE25 2QS
(Group 10 - Roll 650)
Had of the CDT department required from January or April 1987. A Scale 3 post is available for the right applicant. The subject is playing an increasingly important role in the school with substantial GCSE and A level work and is soon to be rehoused in new accommodation, the design of which the new Head of Department will be able to influence.
Details of the school and of the post are available from the Headmaster, (SAE please). Closing date 23 January 1987. (T236). (36233) 132118

## Scale 2 Posts and above

**BERKSHIRE**
THE BULMERSHE SCHOOL
Chequers Way, Woodley, Reading RG5 3EL
NOR: 1500
Required for April 1987 a teacher (Scale 2) with flair and enthusiasm to act as Second in the C.D.T. Department and take specific responsibility for some of the courses offered.
Experience of Schools Council Modular Technology Courses and working in a range of materials would be advantageous. There will be opportunity to teach G.C.S.E. and A-level courses.
Apply by letter, giving names of two referees, to Headmaster, enclosing SAE.
Closing date: 30th January.
An Equal Opportunity Employer. (37697) 132120

**BEXLEY**
LONDON BOROUGH
HOWBURY GRANGE TECHNICAL SCHOOL
Slade Green Road, Erith, Kent DA8 2HX
Tel: 0322 347831
A teacher of all round ability is required from 27th April 1987 in this well-resourced and up-to-date department, where a bias towards design and graphics would be an advantage. Scale 2 post.
GCSE examinations will be taken in Design and Realisation, Design and Communications and Technology. TVEI is being established in the school and is a further demonstration of the cross-curricular approach already being pursued in the department. The successful candidate will be in charge of the co-ordination for the TVEI courses.
There is plenty of scope in areas such as electronics, pneumatics, robotics, etc. with a purpose built Technology room and a Design Studio.
Further details available from Head Teacher. Closing date for applications is 30th January 1987. (37752) 132120

**CAMBRIDGESHIRE**
(Equal Opportunity Employer)
JACK HUNT SCHOOL
Ledbury Road, Peterborough PE3 6PW
Tel: Peterborough 263526
Head Teacher: Mr. M.H. Taylor, B.A., J.P.
Group 11
Required for Easter 1987:- Scale 2 teacher to be Second in Charge of the department with temporary responsibility as Acting Head of Craft, Design and Technology. Large, well equipped and progressive department - this is a major element of the school's contribution to the local TVEI consortium. A background in Modular Technology and/or Engineering Workshop courses would be an advantage for this post.
Possible housing assistance.
Further details and an application form available from the Head Teacher at the above address (s.a.e.). Closing date 23rd January 1987. (37148) 132120

**DORSET**
FERNDOWN MIDDLE SCHOOL
Church Road, Ferndown, Dorset BH22 9ET
(N.O.R. 700 Age range 9-13)
Requried Easter, 1987. Design Co-ordinator Scale 3.
Imaginative and enthusiastic teacher required to head a specialist team in an important curriculum area. Applicants should be conversant with modern C.D.T. practice as applied to this particular age range.
Application forms and further particulars from the School. Closing date 25th January, 1987. (37319) 132120

**DUBAI**
THE RASHID SCHOOL FOR BOYS
Substantial Tax free salaries. See Overseas. (37585) 132120

**HAMPSHIRE**
SPRINGFIELD SCHOOL
Central Road, Drayton, Portsmouth, PO6 1QY
Required 27th April 1987. SCALE 2 - TEACHER OF CRAFT, DESIGN TECHNOLOGY to develop the CDT approach throughout the school and to meet existing woodwork commitments.
Application forms and further details from the Headmaster (s.a.e. please).
Closing date: 23rd January 1987.
The County Council pursues a policy of equality of opportunity.
Applications are particularly welcome from people with disabilities. (37205) 132120

**HILLINGDON**
LONDON BOROUGH OF HILLINGDON
TEACHER PROJECT WORK SUPERVISOR - INDUSTRIAL TRAINING UNIT
A Scale 1/2 post will be available for a suitable applicant (and special schools allowance), required as soon as possible, for this interesting, rewarding and challenging position; a qualified teacher of CDT, preferably with some industrial experience, to be in charge of our project workshop. Duties will include teaching a range of practical and life skills to small groups of pupils in their last year at school whilst they are on short work familiarisation training courses at our Centre in West Drayton. Successful experience of working with low achievers who are sometimes disadvantaged or disaffected would be advantageous, as would the ability to teach Motor Mechanics, DIY or General building. The ability to drive a minibus would be helpful.
Application forms from the Director of Education, Civic Centre, Uxbridge, Middlesex (telephone Uxbridge 50431), to whom they should be returned as soon as possible and not later than 23rd January 1987.
Outer London Allowance Payable. (37226) 132120

**ISLE OF WIGHT**
EDUCATION SERVICE
Please see display advertisement under Secondary, other than by subject. Scale 2. (37541) 132120

**KENT**
COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH WEST KENT AREA
DOWNS SCHOOL
Green Street Green Road, Dartford, Kent DA1 1QE
Roll: 1350 (Mixed); 11-18
Wide Ability
Required April, 1987 a CDT Teacher, Scale 2.
Fringe allowance. Pleasant site on outskirts of Dartford with easy access to London and Kent coast.
Applications to the Headteacher with full c.v., s.a.e. and names of two referees.
Possibility of help with temporary housing in approved cases. (37422) 132120

**LINCOLNSHIRE**
SKEGNESS GRAMMAR SCHOOL
Vernon Road, Skegness, Lincs. PE25 2QS
(Group 10 - Roll 650)
Head of the CDT department required from January or April 1987. A Scale 3 post is available for the right applicant. The subject is playing an increasingly important role in the school with substantial GCSE and A level work and is soon to be rehoused in new accommodation, the design of which the new Head of Department will be able to influence.
Details of the school and of the post are available from the Headmaster. (SAE please). Closing date 23 January 1987. (T236). (36226) 132120

**RICHMOND UPON THAMES**
LONDON BOROUGH OF RICHMOND UPON THAMES
(An equal opportunity employer)
WHITTON SCHOOL
Percy Road, Whitton, Twickenham, Middlesex, TW2 6JW
Required to begin in the summer term 1987, a Second in charge of Department of CRAFT, DESIGN AND TECHNOLOGY (Scale 2 plus £726 Outer London Allowance).
The successful candidate will join a team of specialists in a very well established department. Facilities are excellent; including a modern suite of very well equipped multi-material workshops and Graphics rooms, plus advanced provision of a Technical laboratory for established TVEI Modular Technology courses.
Forms and further details (foolscap s.a.e.) from Director of Education, Regal House, London Road, Twickenham TW1 3QS, returnable to the Headteacher at the school by Monday 26th January 1987. (45877) 132120

**YORK**
ST. WILLIAMS
Market Weighton, York
C.D.T. Scale 1/2 plus Allowances of £4,002.
For further details please see our advertisement under Community Homes and Associated Institutions. (45928) 132120

## Scale 1 Posts

**BROMLEY**
COOPERS SCHOOL
Hawkwood Lane, Chislehurst, Kent BR7 5PS
Tel: 01-467 3263
Required immediately, two Teachers or Instructors of C.D.T. (full-time or part-time) to join a well established and successful department at this 5 F.E. Co-educational 11-18 all ability school.
Applications to include curriculum vitae and names of two referees to the Head Teacher by 16th January, 1987. (46254) 132120

**BERKSHIRE**
ROYAL COUNTY OF BERKSHIRE
THE BULMERSHE SCHOOL
Chequers Way, Woodley, Reading RG5 3EL
N.O.R.: 1500
Required for March 1987, temporary Scale 1, enthusiastic C.D.T. teacher to cover maternity leave, who will involve themselves with the whole range of C.D.T. courses offered by the Department. A knowledge of GCSE would be helpful but not essential.
Please apply by letter to the Headmaster, giving names of two referees.
Closing date: None.
An Equal Opportunity Employer. (37050) 132122

**BROMLEY**
DARRICK WOOD SCHOOL
Lovibonds Avenue, Orpington, Kent BR6 8ER
Tel: 0689 50271
For January 1987, for 1 or 2 terms, at this 11-18 five form entry mixed school, a teacher of C.D.T.
The School is housed in modern buildings on an attractive site in a pleasant catchment area. Substantial extensions to the buildings are due to be started during the current financial year.
Scale 1 plus Outer London Allowance of £726 is payable.
Details/application forms from and returnable to the Headmaster (large s.a.e. please) by 20th January, 1987. (37704) 132122

**EDUCATION DEPARTMENT**

### LIAISON OFFICER FOR COMPUTER BASED LEARNING IN SECONDARY SCHOOLS SCALE 3

An experienced teacher is required to promote and facilitate the application of microcomputers across the curriculum of secondary schools with particular emphasis upon 11 – 14 curricula.

Candidates will be expected to support a curriculum-led approach to computer based learning, taking account of activities within primary schools and the potential for cross-curricular activity.

The Authority hopes to draw candidates, from a variety of curriculum areas, who have involved pupils in using computers as an aid to learning. The Liaison Officer will be based at the N.E.W.I. Computer Centre, Cartrefle, Wrexham.

**Further information and application forms are available from the under-signed, to whom they should be returned by 26th January, 1987.**

KEITH EVANS
Director of Education, Shire Hall, MOLD. 16.12.86 (02184)

CLWYD COUNTY COUNCIL

*Somerset County Council*

**AN EQUAL OPPORTUNITIES EMPLOYER**
**APPLICATIONS ARE INVITED FROM QUALIFIED TEACHERS FOR THE FOLLOWING POSTS.**
**UNLESS INDICATED OTHERWISE APPLICATION FORMS AND DETAILS (SAE FOOLSCAP) FROM THE HEAD AT THE SCHOOL.**

### SECONDARY EDUCATION

**LADYMEAD SCHOOL, TAUNTON.**
**(11-16 MIXED COMPREHENSIVE, NOR 727)**
For April 1987 for a developing Science Department an integrated SCIENCE TEACHER, SCALE 2, whose main discipline is Physics. The school is a full pilot for OCEA.
Closing date 30th January.

**SEXEY'S SCHOOL, BRUTON.**
**(11-16 MIXED COMPREHENSIVE, NOR 400)**
For September 1987,
1. An enthusiastic and experienced TEACHER, SCALE 2, to assume responsibility for the teaching of Economics and Business Studies within the Humanities faculty. This would be a residential post for a suitable applicant.
2. An enthusiastic TEACHER OF GEOGRAPHY, SCALE 1, to assist in a strong Department. A willingness to undertake field work is vital. This post could also be combined with residential responsibilities and is commensurately rewarded.

**KING ARTHUR'S SCHOOL, WINCANTON.**
**(11-16 MIXED COMMUNITY COMPREHENSIVE, NOR 750)**
Required as soon as possible, or for April 1987, permanent TEACHER OF FRENCH AND GERMAN, SCALE 1. The teacher should be willing to be a member of a team involved as a main pilot school for OCEA.

**Apply by letter to the Head at the school with full cv and the names and addresses of two referees immediately. For details please send sae or telephone (0963) 32368.**

### SPECIAL EDUCATION

**ELMWOOD SCHOOL, BRIDGWATER**
**(4-16 SPECIAL SCHOOL, NOR 136)**
For April 1987, assistant TEACHER, SCALE 2 (S) to teach a small group of children with moderate learning difficulties aged 7-9 years and to take responsibility for co-ordinating the activities of the Junior department.
Closing date 23rd January.

### PRIMARY HEADSHIPS

For September 1987, Headteachers for the following schools:
1. MILFORD COUNTY JUNIOR SCHOOL, YEOVIL. (GROUP 6)
2. ASHCOTT COUNTY PRIMARY SCHOOL, BRIDGWATER. (GROUP 3)
3. BOWLISH COUNTY INFANTS SCHOOL, SHEPTON MALLET. (GROUP 2)
For all three appointments, application form and further details from the Staffing (T) Section, Education Department, County Hall, Taunton, Somerset. TA1 4DY.
Closing date 29th January.

### PRIMARY DEPUTY HEADSHIP

**ST ANDREW'S VC PRIMARY SCHOOL, GROVE TERRACE, TAUNTON. (NOR 220)**
For April 1987, an experienced and forward-looking teacher for the post of DEPUTY HEAD for this Group 4 school.
Readvertisement – Previous applicants need not reapply and will be considered. Application form, details of the post, and details of interview procedure, from the Head at the school.
Closing date 24th January.

**DEVELOPMENT PLAN FOR MUSIC IN SOMERSET**
**RE-ADVERTISEMENT – APPOINTMENT OF MUSIC TEACHER (INSTRUMENTS)**
For April 1987.
As a first phase in a new Development Plan for Music in Somerset, the Education and Cultural Services Committee seeks to appoint suitably qualified and experienced teachers of musical instruments. Two areas of the County have been identified for this first phase:–
Bridgwater/Burnham-on-Sea/Cheddar Valley (Area 1)
Shepton Mallet/Bruton/Castle Cary/Wincanton (Area 2)
There is a vacancy for the following post:
STRINGS – VIOLIN (area 2)
The development of high quality string playing – individual and ensemble – is an important ingredient in the Somerset Plan. Therefore, the most serious consideration will be given to all applications received, but an ability to teach according to Suzuki principles (and/or a willingness to train with the British Suzuki Institute) could be an advantage.
Somerset visiting instruments teachers will be responsible to, and will work closely with, a music coordinator for the area. The post will require close involvement in area Music activity on Saturday mornings.
A scale 2 allowance will be paid to candidates with Burnham qualifications who have relevant previous experience, and an essential car user allowance will be paid.
**Application form and further details from the Staffing (T) Section, County Hall, Taunton, Somerset. TA1 4BR.**
**Closing date 17th February.**
(18882)

## SECONDARY CRAFT DESIGN & TECHNOLOGY
continued

**HERTFORDSHIRE**
THE KNIGHTS TEMPLAR SCHOOL
Park Street, Baldock, Herts. SG7 6DZ
Tel: Baldock 893083
Head: Mr P. Chapman
Co-educational Comprehensive. Roll 870 (11-18) 116 in Sixth Form
Required for September 1987 a teacher of CRAFT, DESIGN AND TECHNOLOGY (Scale 1) to join a lively developing department. The department currently offers the subject to 'A' level but it is hoped to launch AS/A level in 1987.
Apply in writing to the Headmaster with c.v. detailing names and addresses of two referees to the Knights Templar School, Park Street, Baldock, Herts. Please enclose s.a.e. (46261) 132122

**HOUNSLOW**
FELTHAM COMMUNITY SCHOOL
Browell's Lane, Feltham, Middlesex TW13 7EF
Tel: 01-890 0167
(Roll: 1325 Sixth Form 125)
Head: Paul M. Grant, B.Sc., Dip.Ed.
Required for January 1987, or as soon as possible thereafter, a teacher, Scale 1 or 2 according to qualifications and experience, to teach a range of C.D.T. Subjects in a large, very successful and forward thinking department. The post provides the opportunity of teaching a full range of courses throughout the school including G.C.S.E., C.P.V.E. and developmental work.
A new suite of ten workshops and associated rooms was opened in 1983 as part of a new purpose built Community School. Excellent opportunities exist for career development within School and Community. An interest in undertaking some work with adult class or evening class would be an advantage.
Every member of staff is attached to a Year Group for pupils welfare and contribution to the life and work of that Year.
Letters of application (no forms) to the Head within seven days giving details of qualifications, experience and the names and addresses of two referees.
London Allowance £726 per annum.
We are an Equal Opportunity Employer. (37233) 132122

**KINGSTON UPON THAMES**
ROYAL BOROUGH OF KINGSTON UPON THAMES
SOUTHBOROUGH SCHOOL
Hook Road, Surbiton, Surrey KT6 5AS
Tel: 01-391 4324
No. on roll: 720 boys: 80 in the Sixth Form
Required April (or September) 1987 a teacher of CRAFT, DESIGN TECHNOLOGY to fill a vacancy in the CDT Department as the result of retirement. The post would be suitable for a newly-qualified teacher.
The School has seven workshops and is participating in the TVEI Scheme, and the subject is taught at all levels. Scope for basic workshop skills and the newer areas such as Modular Technology and Electronics.
Informal enquiries regarding the post are welcome.
Scale 1. London Allowance £726.
Please apply IMMEDIATELY in writing to the Acting Head at the School enclosing full curriculum vitae and the names, addresses of two referees.
AN EQUAL OPPORTUNITIES EMPLOYER.
(36164) 132122

**LEICESTERSHIRE**
COUNTY COUNCIL
An Equal Opportunity Employer
WREAKE VALLEY COLLEGE
Parkstone Road, Syston, Leics. LE7 8LY
NOR: 1300
DESIGN Scale 1
Required for April to join a large and thriving design department a CDT Teacher to join team taking GCSE courses in Design and Realisation and Technology.
For further details please contact the School. (37651) 132122

**LINCOLNSHIRE**
BRANSTON SCHOOL AND COMMUNITY COLLEGE
Station Road, Branston, Lincoln LN4 1LH
Group 12, Roll 1260
Required for Easter or Summer appointment, teacher of CDT Scale 1, in department of four, using integrated design approach following Lincolnshire's CDT syllabus, 'A' level work available.
SAE to the Principal for further details and application forms.
Closing date 23rd January 1987. T240. (45882) 132122

**LINCOLNSHIRE**
GARTREE SECONDARY SCHOOL
Butts Lane, Tattershall LN4 4PN
Group 8, Roll 415
Required for Easter, Scale 1 teacher of CDT. Ability to teach junior Mathematics would be welcome. Applications from students in training who are not available until September will also be considered.
SAE to Head for form and details.
Closing date 23 January 1987. (T237). (45884) 132122

## Economics & Business Studies

### Heads of Department

**ESSEX**
BILLERICAY SCHOOL
School Road, Billericay
Tel: 02774 53191
(Roll 1580 230 Sixth Form)
HEAD OF BUSINESS STUDIES, Scale 4
(London Fringe Allowance payable)
Required Easter, to lead team of six staff. TVEI school. CPVE Courses. Relocation allowance payable in approved cases.
Application form ad details from the Headteacher (foolscap s.a.e. please).
(45892) 132218

**HAMPSHIRE**
MILLBROOK COMMUNITY SCHOOL
Green Lane, Southampton SO9 3SB
(12-16 Comprehensive NOR c800)
Required April Scale 3 Head of Business Studies and Information Technology for this new department.
We pursue a policy of equality of opportunity.
Application particularly welcome from people with disabilities.
S.A.E. to school for full details. Application by letter to Head with C.V. and names of two educational referees by 23rd January. (37238) 132218

**TEDDINGTON SCHOOL, Broom Road, Teddington, Middlesex. TW11 9PJ (11-16 Mixed Comprehensive – 1040 on roll)**

Headmaster: J.R.W. Oliver, M.A.

Required immediately, a

### Teacher of ENGLISH

for the Spring Term only – Salary Scale I plus Outer London Allowance of £726 p.a.

This is an opportunity either for an enterprising beginner to join a supportive department or for an experienced teacher to become a member of an expanding staff. The English Department teaches in a suite of modern classrooms.

The school, which is in a very pleasant area with grounds extending to the banks of the Thames, is within easy reach of Central London.

Applicants may telephone (01-943 0033) from January 6th for information about the post or the school.

Please apply immediately by letter to the Headteacher at the school, giving qualifications and experience, as well as the name and telephone number of at least one referee.

(02152)

**LONDON BOROUGH OF RICHMOND UPON THAMES**

(An equal opportunity employer)

**HILLINGDON**
LONDON BOROUGH OF HILLINGDON
HAYES MANOR SCHOOL
Wood End Green Road, Hayes, Middlesex UB3 2SE
Number on roll: 905 77 in Sixth Form
Headteacher: F.B. Lawrence, B.Sc.
Required for April 1987 an experienced Business Studies - HOD Scale 3 teacher to take over a rapidly changing department.
As well as courses in the traditional skills the department is involved in the Business Education part of the school's TVEI curriculum. It also plays an imprtant part in our CPVE work.
The person appointed will be expected to continue the development of the department in the newer technologies and to encourage cross curricular links with other departments.
Please apply in the first instance by letter to the Head of the school stating the names and addresses to two referees.
Outer London Allowance Payable.
Closing Date: 16th January 1987. (37220) 132218

### Scale 2 Posts and above

**HERTFORDSHIRE**
SHEREDES SCHOOL
Cock Lane, Hoddesdon, Herts. EN11 8JY
Group 11: 1,000 on roll: 100 in the sixth form
Required for April, 1987 a Teacher of Economics (Scale 2 Fringe Allowance) to teach in the Humanities Faculty.
Economics forms part of the integrated Humanities course from first to fifth year. This post will require 'A' level experience.
There are excellent facilities in this purpose-built all-ability school, including a Central Resource Area with two libraries, full reprographic service, computer network and lecture theatre.
Please apply immediately to the Headmistress with C.V. giving interests and the names, addresses and telephone numbers of two referees.
(37738) 132220

**KENT**
COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH WEST KENT AREA
HEXTABLE SCHOOL
Egerton Avenue, Hextable, Kent BR8 7LU
Required from the beginning of the Summer Term a teacher of Economics to join a forward looking Humanities Faculty at Hextable School (an 11-18 mixed Comprehensive). The school is on the edge of the London Borough of Bexley and Bromley, yet close to the open countryside of the North Downs. Besides teaching Economics to 'A' level the successful applicant should be able to offer another subject within the Humanities curriculum.
The person appointed would be expected to take responsibility for the Social Science input in the Faculty for which a Scale 2 post is available.
London Fringe Allowance of £284 payable.
Application, including cv and names and addresses and telephone numbers of two people to whom reference may be made, should be put in writing as soon as possible to the Headmaster at the school. Further particulars may be obtained on the receipt of a sae.
Possibility of help with temporary housing in approved cases.

HEXTABLE SCHOOL
Egerton Avenue, Hextable, Kent BR8 7LU
Required from the beginning of the Summer Term a teacher of History, Economics and Social Science to join a forward looking Humanities Faculty at Hextable School (an 11-18 mixed Comprehensive). The school is on the edge of the London Boroughs of Bexley and Bromley, yet close to the open countryside of the North Downs.
London Fringe Allowance of £284 payable.
The school is seeking a person who is able to offer curriculum input into the Faculty and who is capable of taking responsibility for the Social Sciences. A Scale 2 post is available.
Application, including cv and names and addresses and telephone numbers of two people to whom reference may be made, should be put in writing as soon as possible to the Headmaster, at the school. Further particulars may be obtained on the receipt of a sae.
Possibility of help with temporary housing in approved cases. (37423) 132220

### Scale 1 Posts

**BARNET**
LONDON BOROUGH
FRIERN BARNET COUNTY SCHOOL
Hemington Avenue, Friern Barnet, London N11 3LS
Tel: 01-368 2777
Mixed Comprehensive, 11-16. 4-form entry
Required April 1987 or earlier if available, qualified teacher to join BUSINESS STUDIES Department (Scale 1). Applications invited from teachers able to offer full or part-time work. Department offers courses in typing, word processing, Office Technology and accounts up to 16 level and shares in Computer Literacy courses offered in Years 1-5.
Removal expenses and separation allowances available.
Apply in writing to Head Teacher with full c.v. and names of two referees. S.A.E. [illegible]

**BARNET**
LONDON BOROUGH
QUEEN ELIZABETH'S BOYS' SCHOOL
Queen's Road, Barnet, Herts. EN5 4DQ
Tel: 01-441 4646
Comprehensive. Roll 992. Sixth Form 143
London Allowance £726 payable
Nearest tube station High Barnet
Required April 1987, suitably qualified BUSINESS STUDIES teacher, Scale 1, who wishes to work in well established and thriving department. Successful candidate would be involved in GCSE Economics in the upper and lower sixth. The candidate may also be asked to contribute to the RSA Diploma course in the one year sixth. Some experience of 'A' level Business studies would be helpful, but not essential. It is the policy of the school to pursue a progressive curriculum maintaining traditional standards. Scale 2 available for suitable candidate.
Removal expenses and separation allowances available.
Apply in writing to Head Teacher with full c.v. and names of two referees. S.A.E. Director of Educational Services. (37409) 132222

**ESSEX**
THURSTABLE SCHOOL
Maypole Road, Tiptree, Colchester
Tel: (0621) 816526
(Roll 1100 11-18)
Teacher of Economics and Related subjects, Scale 1
For Easter to cover one year secondment in first instance, up to 'A' level Economics and related subjects. Possibility of Scale 2 for suitable candidate.
Apply by letter with full C.V. to Headteacher (foolscap s.a.e. please). (37726) 132222

**ISLE OF WIGHT**
COUNTY COUNCIL
RYDE HIGH SCHOOL
Pell Lane, Ryde, IW PO33 3LN
Age range 13-18 years. 1009 on roll. Group 11.
GEOGRAPHY/ECONOMICS DEPARTMENT
Required for Easter 1987:
A well qualified and enthusiastic TEACHER OF ECONOMICS and BUSINESS STUDIES (Scale 1) to join a newly formed Department of Geography and Economics.
The range of work includes 'A' level Economics, CPVE (Production and Business Services) and British Industrial Society of GCSE level. Enterprise is also offered as part of the 4th Year modular curriculum. Opportunities will exist for closer curriculum development betweem Geography and Economics. Knowledge and/or experience of Mini Enterprise, Information Technology and School Industry links would be desirable.
Application forms available from the Headteacher at the School, to whom completed forms should be returned by 23 January 1987. (SAE please).
(37534) 132222

## English

### Heads of Department

**BUCKINGHAMSHIRE**
COUNTY COUNCIL
Equal Opportunity Employer
BUCKINGHAM COUNTY SECONDARY SCHOOL
London Road, Buckingham, Bucks. MK18 1AT
Headteacher: P. Coatesworth
Roll: 522 pupils
Scale: 3
Required April 1987, a lively and enthusiastic HEAD OF ENGLISH, is required for this successful and well - established department.
We are seeking a candidate who will continue to promote stimulating approaches to language and literature. The person appointed would also be expected to offer Drama to G.C.S.E. level.
Assistance with removal expenses is given in approved cases.
Application form and further details (s.a.e.) from, and to be returned to, the Headteacher at the school. (37605) 132418

**DUBAI**
THE RASHID SCHOOL FOR BOYS
Substantial Tax free salaries. See Overseas.
(37578) 132418

**HEREFORD AND WORCESTER**
COUNTY COUNCIL
KING CHARLES I HIGH SCHOOL
Hillgrove House, Comberton Road, Kidderminster, Worcs. DY10 3DP
Required as from the beginning of the Summer Term 1987:
Head of English Studies at Scale 4. This is a major post in the School Organisation and a well-qualified and experienced person of proven ability is needed.
The School is a mixed ten-form-entry comprehensive school for 1030 pupils aged 13-18 of whom 150 are sixth formers.
Please apply by letter to the Headmaster, giving details of education, qualifications, experience and interests together with the names and addresses of two referees. Applications will [illegible]

**KINGSTON UPON THAMES**
ROYAL BOROUGH OF KINGSTON UPON THAMES
TOLWORTH GIRLS' SCHOOL
Fullers Way North, Tolworth, Surrey KT6 7LQ
Tel: 01-397 3854
No. on roll 1009, 11-18 years; 126 in the 6th Form
For April or September 1987, an experienced graduate is required for the post of Head of English at this popular 11-18 Girls' School. The successful candidate will be responsible for the effective leadership of a team of committed and enterprising teachers.
English is taught through the stimulus of literature and the department is well resourced.
Scale 4 post. London Allowance £726.
Application forms are available from the Headmistress (SAE please), to whom completed forms should be returned by no later than Friday, 23rd January 1987
An Equal Opportunities Employer. (36166) 132418

**LINCOLNSHIRE**
ST HUGH'S CE COMPREHENSIVE SCHOOL
The Avenue, Dysart Road, Grantham NG31 7PX
(Group 9 - Roll 588)
Required for May or possibly September, well qualified and experienced teacher as Head of The English Department. Scale 3.
SAE to Head for form and details. Closing date 23 January 1987. (T233).
(45909) 132418

**NORTH TYNESIDE**
METROPOLITAN BOROUGH OF NORTH TYNESIDE
EDUCATION COMMITTEE
RALPH GARDNER HIGH SCHOOL
Albion Road West, North Shields, Tyne and Wear NE29 0JN
Required for 27th April, 1987: Scale 4 HEAD OF ENGLISH - well qualified and experienced teacher required to take charge of this important department.
Application forms and further details are available on receipt of a stamped, addressed envelope from the Headteacher to whom they should be returned within two weeks of the appearance of this advertisement.
It is the policy of this Council to provide equal employment opportunities and consideration will be given to all suitably experienced and qualified applicants regardless of disability, sex, race or marital status. (37921) 132418

**SINGAPORE**
U.W.C.S.E.A.
HEAD OF ENGLISH
For further details see our display advert on Page 73.
(37642) 132418

### Scale 2 Posts and above

**BERKSHIRE**
HUGH FARINGDON RC (AIDED) SCHOOL
Fawley Road, Reading RG3 3EP
NOR: 650
Required for Easter, a Teacher of English, Scale 2, to act as second in the English Department.
Application form and further details from the Headmistress at the school. This post is open to Catholic and Non-Catholic applicants.
Closing date: 23rd January.
An Equal Opportunity Employer. (37822) 132420

**BEXLEY**
LONDON BOROUGH
HOWBURY GRANGE TECHNICAL SCHOOL
Slade Green Road, Erith, Kent DA8 2HX
Tel: 0322 347851
Required from 27th April 1987 a teacher of English who will take charge of and develop the school library. Scale 2 post.
Further details available from Head Teacher. Closing date for applications is 30th January 1987.

WESTWOOD SCHOOL
The Green, Welling, Kent DA16 2PE
Tel: 01-304 4916
Teacher required to teach English throughout the school and to contribute to examination work. Scale 2 post available.
Apply by letter with curriculum vitae to the Head Teacher.
(37754) 132420

**DUBAI**
THE RASHID SCHOOL FOR BOYS
Substantial Tax free salaries. See Overseas.
(37583) 132420

**ESSEX**
LOUGHTON COUNTY HIGH SCHOOL
Alderton Hill, Loughton IG10 3JA
Tel: 01-508 1173
(Roll 724)
TEACHER OF ENGLISH, Scale 2
Required April, enthusiastic teacher to take charge of library and teach across age/ability range including 'A' level.
Apply to the Headteacher for details and application form (foolscap s.a.e. please).
(37801) 132420

**HAMPSHIRE**
ROMSEY SCHOOL
Greatbridge Road, Romsey SO5 8AB
11-16 Community Mixed
Library and Resources, Scale 2 Teacher
Required to teach English up to 16 and across all ability ranges.
Applications to Headteacher with full c.v., names and addresses of two educational referees and s.a.e. We pursue a policy of equality of opportunity. Applications area particularly welcome from teachers [illegible] 132420

**KENT**
COUNTY COUNCIL
EDUCATION DEPARTMENT
EAST KENT AREA
SIR WILLIAM NOTTIDGE SCHOOL
Bellevue Road, Whitstable, Kent CT5 1PX
Required for April, an enthusiastic, experienced, well-qualified teacher to assume responsibility as second in the English Department (Scale 3).
This post will be ideal for future promotion. Specific responsibilities to be determined by the strengths of the successful applicant, but will be varied.
Full information and forms from the Head Teacher.
Applications by letter.
Closing date: 23rd January 1987. (37434)

**NORFOLK**
COUNTY COUNCIL
EDUCATION DEPARTMENT
NOTRE DAME HIGH SCHOOL
Surrey Street, Norwich 3PB
11-18 Co-Educational Comprehensive
(No. on roll 1000, 6th Form 200)
SECOND IN ENGLISH DEPT.
(Scale 3)
Required for Summer 1987, an enthusiastic well-qualified teacher. The Governors particularly welcome applications from practising Catholics, but all applications will be considered seriously on their merits.
Forms and further details from Monsignor H. W. [illegible] Chairman of Governors, at the school. S.A.E. please. (37006) [illegible]

**SUFFOLK**
COUNTY COUNCIL
ORWELL HIGH SCHOOL
Maidstone Road, Felixstowe IP11 9EF
11-18 mixed comprehensive roll 1096
READVERTISEMENT
Required April 1987 SECOND IN ENGLISH DEPARTMENT Scale 3, to share responsibility for the teaching of English throughout the school.
Previous applicants will automatically be reconsidered.
Application forms and details obtainable from the Head Teacher at the school, [illegible] please, closing date 23rd January 1987. (37763) [illegible]

### Scale 1 Posts

**BROMLEY**
DARRICK WOOD SCHOOL
Lovibonds Avenue, Orpington, Kent BR6 8ER
Tel: 0689 50271
For January, 1987, for [illegible] terms, at this 11-18 [illegible] entry mixed comprehensive school, a graduate teacher of ENGLISH.
The school is housed in modern buildings on an attractive site in a pleasant [illegible] area. Substantial extensions to the buildings are due to be started during the [illegible] financial year.
Scale 1 plus Outer London Allowance of £726 [illegible]
Details/application forms from and returnable to the Headmaster (large s.a.e.) by 20th January, 1987.
(37703)

**CROYDON**
LONDON BOROUGH OF CROYDON
EDUCATION COMMITTEE
ASHBURTON HIGH SCHOOL
Shirley Road, Croydon [illegible] 7AL
Tel: 01-656 [illegible]
An English teacher is required by the [illegible] Faculty in this mixed comprehensive school.
Please apply direct to the Head Teacher.
Salary: Scale 1.
Tenable: As soon as possible. (37911) [illegible]

**CROYDON**
LONDON BOROUGH OF CROYDON
EDUCATION COMMITTEE
JOHN RUSKIN HIGH SCHOOL
Upper Shirley Road, Croydon CR0 5AQ
Tel: 01-656 [illegible]
A temporary vacancy [illegible] for an English [illegible] for two terms. To teach [illegible] to and including 'A' level.
Please apply direct to the Head Teacher, [illegible] Patterson.
Salary: Scale 1.
Tenable: As soon as possible. (374[illegible]





## SECONDARY ENGLISH
continued

**CROYDON**
LONDON BOROUGH OF CROYDON
EDUCATION COMMITTEE
SYLVAN HIGH SCHOOL
Maberley Road, London SE19
Tel: 01-771 2261
A temporary part-time (0.7) teacher of English is required at this 11-16 mixed High School, to teach groups in the 2nd, 3rd and 4th years.
Please apply directly to the Head Teachers.
Closing date is one week after appearance of this advert.
Salary: Scale 1.
Tenable: As soon as possible. (37906) 132422

**KENT**
COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH WEST KENT AREA
DOWNS SCHOOL
Green Street Green Road, Dartford, Kent DA1 1QB
Roll: 1350 (Mixed): 11-18
Wide Ability
Required as soon as possible, Graduate teacher of English. Courses up to GCE 'O' and 'A' level. Ability to offer French as a Modern Language advantageous. PGCE student considered. Fringe Allowance.
Pleasant site on outskirts of Dartford with easy access to London and Kent Coast and Countryside.
Applications to the Headmaster with full c.v., s.a.e. and names of two referees.
Possibility of help with temporary housing in approved cases.
(37425) 132422

**LEICESTERSHIRE**
COUNTY COUNCIL
An Equal Opportunity Employer
ROBERT SMYTH UPPER SCHOOL
Burnmill Road, Market Harborough, Leics. LE16 7JG
NOR: 1202
ENGLISH Scale 1
Required for April 1987, an experienced teacher to be second in the faculty. In addition to fully courses work assessed GCSE in English and Literature, the faculty is involved in such developments as modular media studies and CPVE.
Please contact the Headteacher for further details and application forms (SAE). (37652) 132422

**LEICESTERSHIRE**
COUNTY COUNCIL
An Equal Opportunity Employer
BABINGTON COMMUNITY COLLEGE
Strasbourg Drive, Beaumont Leys, Leicester LE4 0SZ
(11-16)
ROLL: 913
ENGLISH SCALE I
Required for Spring Term a specialist teacher of English/Drama. Teaching across the age and ability range is available.
Contact Principal immediately on Leicester 354520 for further details and application form.
(37658) 132422

**LEICESTERSHIRE**
COUNTY COUNCIL
An Equal Opportunity Employer
HIGH SCHOOL
Forest Street, Shepshed, Loughborough LE12 9DB
NOR: 715
10 BASE SCALE 1
A teacher for 10 Base in a Centres of Interest approach, this involves English, Humanities, Science and Maths, some teaching is required in other departments.
Please contact the Headteacher for further details and application forms (SAE). (37659) 132422

**ENFIELD**
LONDON BOROUGH OF ENFIELD
BULLSMOOR SCHOOL
Bullsmoor Lane, Enfield EN3 6TW
Roll 850
Required as soon as possible, temporary teacher of ENGLISH, with some Personal and Social Education. Both Department are well-organised and will provide excellent support.
This is a temporary Scale 1 post to cover maternity leave.
Potential applicants are welcome to telephone the School (Lea Valley 763666) for further details.
London Allowance, £726.
Application forms (large SAE) obtainable from, and to be returned to, the Headmaster at the School.
An equal opportunity employer. (37413) 132422

**ENFIELD**
LONDON BOROUGH OF ENFIELD
EDMONTON SCHOOL
Great Cambridge Road, Enfield, Middx. EN1 1HQ
Tel: 01-360 3158
Mixed Comprehensive. 1300 on roll
Required March 1987, temporary teacher of ENGLISH, Scale 1 for this well-established comprehensive school close to Green Belt. This is a strong department with excellent results to 'A' level. Knowledge of Film Studies would be helpful.
Temporary appointment to cover Maternity leave. Part-time appointment considered.
London Allowance, £726.
Application forms and details (large SAE) obtainable from the Headmaster, to whom they should be returned as soon as possible.
An equal opportunity employer. (37387) 132422

**HAVERING**
LONDON BOROUGH OF HAVERING
ROYAL LIBERTY SCHOOL
Upper Brentwood Road, Romford RM2 6HJ
Tel: Romford 40544
(Roll 642 Boys)
Headteacher: J.P. Coles, M.A. (Cantab)
Required for April 1987, (or as soon as possible) teacher of English Scale 1, to G.C.S.E. level with some junior school Drama. Applications for temporary appointment for the Spring Term welcome.
Letters of application enclosing full curriculum vitae and the names of two referees should be sent to the Headteacher as soon as possible.
(37568) 132422

**HOUNSLOW**
HOUNSLOW MANOR SCHOOL
Prince Regent Road, Hounslow TW3 1NE
Re-advertisement
Head Teacher: J.W. Merrigan, B.Sc., A.R.C.S.
Comprehensive, 1000M
There is a vacancy at this school for a teacher of English - Scale 1.
The English Department works as a team, adopting a literature based approach to its teaching and is currently extending its successful mixed ability approach in Years 1-3 into the Upper School. We have opted for the NEA Syllabus 'B' for GCSE English and English Literature. An ability to offer Drama as a second subject would be an advantage but not a requirement for this post.
Please write (no forms) to the Head Teacher at the above address giving reasons for seeking the post, together with a full C.V. and the names and addresses of two confidential referees.
Closing Date: 16th January, 1987.
London Allowance: £726.
We are an equal opportunity employer. (37513) 132422

**SOLIHULL**
EDUCATION COMMITTEE
SMITH'S WOOD SCHOOL
Windward Way, Chelmsley Wood, Birmingham B36 0UE
Tel: 021-770 6311
A Scale 1 TEACHER OF ENGLISH is required for the Summer Term 1987 (or earlier if possible) to teach across the age and ability range in this 11-16 all-ability School.
Apply by letter (with c.v. and s.a.e.) to the Headmaster, from whom further details are available. (45896) 132422

Application forms for the following appointments, except where otherwise stated, are obtainable from and returnable to the Head Teachers by the dates stated. A stamped addressed envelope (A4 size) should be enclosed with all requests for application forms.

## HEADTEACHERS
## Secondary

**Plymouth, Burrington School,**
Honicknowle Lane, Plymouth, PL5 3NE.
(Roll 781)
**Headteacher – Group 10 (£19,260 – £20,768)**
Required April 1987. Further details and application forms from Area Education Officer, Civic Centre, Plymouth, PL1 2EW. Closing date 23 January 1987.

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## HEADTEACHERS
## Primary

**Buckfastleigh St Mary's RC (Aided) Primary School,**
Buckfastleigh, TQ11 0EA. (Roll 90)
**Headteacher – Group 2 (£11,436 – £12,675)**
Required September 1987 or earlier if possible. Applicants must be practising Roman Catholics. Application forms and further details available from and returnable to Dom Aiden Conton, Buckfast Abbey, Buckfastleigh. Closing date 23 January 1987.

**Teignmouth, Our Lady and St Patrick's RC (Aided) Primary School,**
Fourth Avenue, Teignmouth, TQ14 9DT.
(Roll 154)
**Headteacher – Group 4 – (12,720 – £14,175)**
Required September 1987. Applicants must be practising Roman Catholics. Application forms and further details available from and returnable to The Reverend P Costello, The Presbytery, Glendaragh Road, Teignmouth, TQ12 8PH. Closing date 23 January 1987.

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## DEPUTY HEADTEACHERS
## Primary

**Ashburton Primary School,**
Whistley Hill, Ashburton, Newton Abbot, TQ13 7DW. (Roll 227)
**Deputy Headteacher – Group 5**
Required April 1987. Closing date 23 January 1987.

**Honiton Littletown Primary School,**
Honiton Bottom Road, Honiton, EX14 8EG
(Roll 172)
**Deputy Headteacher – Group 3**
Required September 1987. Candidates must have broad experience across the primary range and offer leadership in language. It will be an expectation that applicants perceive themselves as potential Head teachers, demonstrating significant commitment and flair. Previous applicants will be reconsidered. Closing date 23 January 1987.

**Paignton, Foxhole Infants School,**
Fernicombe Road, Paignton, TQ3 3UX.
(Roll 115 + Nursery)
**Deputy Headteacher – Group 3 (Readvertisement)**
Required April 1987. Previous applicants wishing to be reconsidered should confirm this in writing. Closing date 23 January 1987.

**Torquay, Upton St James CE (Controlled) Primary School,**
St James Road, Upton, Torquay, TQ1 4AZ.
(Roll 130)
**Deputy Head Teacher – Group 3 (Readvertisement)**
Required April 1987 an experienced and enthusiastic teacher for the early years with proven leadership qualities. An interest in developing the Language and Mathematics curriculum through the 5-11 age range an advantage. If previous applicants wish to be reconsidered please confirm this in writing. Closing date 23 January 1987.

**Tavistock St Peter's CE (Aided) Junior School,**
School Close, Greenlands, Tavistock, PL19 8HW. (Roll 155)
**Deputy Headteacher – Group 4 (Readvertisement)**
Required April 1987 or earlier if possible. Applications are invited from suitably qualifed, enthusiastic, experienced teachers who have practical experience of leading curriculum development, and also able to share in school management. A commitment to parental and community involvement with the school would be desirable. Applicants should be active communicant members of the Church of England. Closing date 16 January 1987.

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## SCALE POSTS
## Secondary

**Kingsbridge School and Community College,**
Kingsley Road, Kingsbridge, TQ7 1EY.
(Roll 1019)
**Scale 3 – Head of Modern Languages**
Required September 1987 or if possible for the Summer Term a well qualified and successful teacher of French to head a department of 4 in teaching French and German throughout the School to University level. Apply by letter to the Headteacher giving the names of two referees. Closing date 23 January 1987.

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## SCALE POSTS
## Primary

**Plymouth, Montpelier Junior School,**
Beaconfield Road, Peverell, Plymouth, PL2 3HIV. (Roll 436)
**Scale 3**
Required April 1987 an experienced teacher to take responsibility for the development of Language throughout the school. The successful candidate will be expected to act as a year co-ordinator and take a leading role in the schools management team. Candidates are requested to provide in their letter of application, details of their involvement in staff leadership and curriculum development in their present position. Closing date 23 January 1987.

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## SCALE POSTS SPECIAL

**Plymouth, Hillside School,**
Bodmin Road, Whitleigh, Plymouth, PL5 4DZ. (Roll 192)
**Scale 2S – Language (Readvertisement)**
Required April 1987 at this secondary special school for pupils with moderate learning difficulties an experienced Language Specialist. Closing date 23 January 1987.

**Plymouth, Woodlands School,**
Bodmin Road, Whitleigh, Plymouth, PL5 4DZ. (Roll 81)
**Scale 3S – Careers and Mathematics or Science (Readvertisement)**
Required April 1987 the person appointed will be expected to manage the Careers which includes work experience, and to develop the Mathematics or Science Curriculum in this all age school for Physically Handicapped children. Previous applicants should indicate if they wish to be reconsidered. Closing date 23 January 1987.

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## OTHER POSTS

**Scale 2 – Nursery**
Required April 1987 or earlier if possible. Applications are invited from teachers who have experience with younger children for the post of Community Liaison teacher to be based at Whipton First School. This will be an exciting and challenging post concerning work with the Community. Special focus will be on the needs of the under fives and their families. Application forms from Area Education Officer, Morwenstow, 7 Barnfield Crescent, Exeter EX1 1SU. Closing date 23 January 1987.

(13669)

**DEVON**
COUNTY COUNCIL
AN EQUAL OPPORTUNITIES EMPLOYER

## Geography

### Heads of Department

**BEXLEY**
LONDON BOROUGH
BEXLEYHEATH SCHOOL
Graham Road, Bexleyheath DA6 7DA
Required for the Summer Term for this All-Ability School, a well qualified teacher of experience for the post of Head of Geography, Scale 3. The successful candidate will lead a large team of teachers in a well established department, and will possess drive and initiative to promote curriculum development across the full age and ability range.
Further details are available from the Head Teacher, to whom letters of application should be addressed.
(37755) 132618

**DUBAI**
THE RASHID SCHOOL FOR BOYS
Substantial Tax free salaries. See Overseas.
(37581) 132618

**ESSEX**
CHALVEDON SCHOOL
Wickford Avenue, Pitsea, Basildon
Tel: Basildon 552536
(Roll 1450)
GEOGRAPHY, HEAD OF DEPARTMENT, Scale 3
(Outer London Fringe)
Required April, enthusiastic and well qualified specialist to lead well established department. Rented accommodation available; removal expenses payable in approved cases.
Apply by letter to Headteacher with curriculum vitae and names of two referees within two weeks (foolscap s.a.e. please). (45893) 132618

**SUFFOLK**
COUNTY COUNCIL
WESTBOURNE HIGH SCHOOL
Marlow Road, Ipswich IP1 5JN
11-18 Mixed Comprehensive roll 1581
Required April, 1987, a HEAD OF DEPARTMENT for Geography (Scale 3), for a large and progressive department. Geography is taught throughout the school, with a large 'A' level commitment. Environmental Studies is taught to GCSE only. The philosophy and practices of the Department have grown around its long association with the Avery Hill and 16-19 Geography projects.
Please apply to the Head at the school for application forms and details enclosing two s.a.e.'s. (37441) 132618

### Scale 2 Posts and above

**NORTHAMPTONSHIRE**
DAVENTRY GRANGE COMPREHENSIVE SCHOOL
Badby Road, Daventry, Northants. NN11 4HJ
Geography and Humanities Teacher - Scale 1
Required for February 1987 - Maternity Leave cover.
A full-time temporary teacher of GEOGRAPHY TO CSE, GCSE and A level in the Upper School and Interdisciplinary HUMANITIES in the Lower School during maternity leave of the present holder. The successful applicant will work in a well resourced, purpose-built faculty with an enthusiastic team of 8 staff who are actively involved in curricular development.
Further details and application forms are available from the school (Tel: Daventry 703228).
Northamptonshire welcomes applications regardless of marital status, sex, race and disability.
(37718) 132620

### Scale 1 Posts

**BARNET**
LONDON BOROUGH
QUEEN ELIZABETH'S BOYS' SCHOOL
Queen's Road, Barnet, Herts. EN5 4DQ
Tel: 01-441 4646
Comprehensive. Roll 992. Sixth Form 143
London Allowance £726 payable
Nearest tube station High Barnet
Required January or April 1987, GEOGRAPHY TEACHER SCALE 1 to join a department committed to a modern approach to Geography with an emphasis on residential field work. The present time table covers entire range of 'S' level. An interest in games would be an advantage. It is the policy of the school to pursue a progressive curriculum while maintaining traditional standards.
Removal expenses and separation allowances available.
Apply in writing to Head Teacher with full c.v. and names of two referees. S.A.E. Director of Educational Services. (45862) 132622

## SECONDARY GEOGRAPHY
continued

**BARNET**
LONDON BOROUGH
COPTHALL SCHOOL
Page Street, Mill Hill, London NW7 2EP
Tel: 01-959 1937
Girls' Comprehensive. Roll 1037 Sixth form 144. 6-form entry
Required March 1987, to cover maternity leave, A Graduate Teacher of Geography Scale 1 to share in the work of a large and successful department, with courses to CSE, O, GCSE AND 'A' level. The school is involved in GYSI and is a TVEI school. An interest in fieldwork is essential and an interest in INFOTEC is desirable.
Apply in writing to Head Teacher with full c.v. and names of two referees. S.A.E.
Director of Educational Services. (37394) 132622

**BIRMINGHAM**
GEOGRAPHY
Temporary resident teacher required by Midland Preparatory School.
See Independent Schools - Preparatory. (37308) 132622

**BUCKINGHAMSHIRE**
COUNTY COUNCIL
Equal Opportunity Employer
AYLESBURY GRAMMAR SCHOOL
Walton Road, Aylesbury, Bucks.
Headteacher: K.D. Smith, M.A. (Cantab)
Roll: 1150 boys (450 in Sixth Form)
Scale: 1
Required September 1987, a Graduate to join a strong Geography Department to teach throughout the school to A/S level.
Assistance with removal expenses is given in approved cases.
Applications by letter in the first instance (s.a.e.) giving full details and the names and addresses of two referees, direct to the Headteacher at the school.
(37606) 132622

**ENFIELD**
LONDON BOROUGH OF ENFIELD
BROOMFIELD SCHOOL
Wilmer Way, Southgate, London N14
Roll 1,400
Required as soon as possible, experienced teacher of GEOGRAPHY, Scale 1, able to teach to 'A' level (London).
This is a temporary post to cover maternity leave. The department is well-resourced and the school has excellent facilities.
London Allowance, £726.
Application forms and further details (large SAE) obtainable from, and to be returned to, the Headmaster. Closing date 23rd January 1987.
An equal opportunity employer. (37408) 132622

**NORFOLK**
COUNTY COUNCIL
WYMONDHAM COLLEGE
A full-time temporary Scale 1 teacher of Geography is required from March to July 1987 (1½ terms) at this maintained co-educational all ability secondary boarding school for children aged 11-18 years, to cover for maternity leave. An enthusiastic geographer is sought to teach to Year 5 examination level (Cambridge/East Anglia Joint 16) with a newly introduced G.C.S.E. Course in Year 4 (MEG 'D': 14-18 Project). Some sixth form work a possibility.
Willingness to help organised fieldwork a recommendation as would be games.
Accommodation available for staff undertaking residential responsibilities based on a national scale.
Application forms available from the Headmaster, Wymondham College, Wymondham, Norfolk NR18 9SZ.
(37637) 132622

**NORTHAMPTONSHIRE**
DAVENTRY GRANGE COMPREHENSIVE SCHOOL
Badby Road, Daventry, Northants. NN11 4HJ
Geography and Humanities Teacher - Scale 1
Required for February 1987 - Maternity Leave cover.
A full-time temporary teacher of GEOGRAPHY to CSE, GCSE and A level in the Upper School and interdisciplinary HUMANITIES in the Lower School during maternity leave of the present holder. The successful applicant will work in a well resourced, purpose-built faculty with an enthusiastic team of 8 staff who are actively involved in curriculum development.
Further details and application forms are available from the school (Tel: Daventry 703228).
Northamptonshire welcomes applications regardless of marital status, sex, race and disability.
(37117) 132622

**RICHMOND UPON THAMES**
LONDON BOROUGH OF RICHMOND UPON THAMES
(An equal opportunity employer)
WHITTON SCHOOL
Percy Road, Whitton, Twickenham, Middlesex TW2 6JW
ASSISTANT TEACHER OF GEOGRAPHY (Scale 1 plus Outer London Allowance)
Required to begin in the summer term 1987, an enthusiastic and well-qualified Assistant teacher of Geography, willing to teach across the ability range in this forward-looking and well resourced Geography Department. An interest in curriculum development would be advantageous.
Forms and further details (foolscap s.a.e.) from Director of Education, Regal House, London Road, Twickenham TW1 3QB, returnable to the Headteacher at the school by Monday 26th January 1987.
(45875) 132622

## History

### Scale 1 Posts

**BROMLEY**
DARRICK WOOD SCHOOL
Lovibonds Avenue, Orpington, Kent BR6 8ER
Tel: 0689 50271
For January 1987, for 1 term only, at this 11-18 five form entry mixed comprehensive school, a graduate teacher of HISTORY. The School is housed in modern buildings on an attractive site in a pleasant catchment area. Substantial extensions to the buildings are due to be started during the current financial year.
Scale 1 plus Outer London Allowance of £726 is payable.
Details/Application forms from and returnable to the Headmaster (large sae please) by 30th January, 1987.
(37702) 132622

**CROYDON**
LONDON BOROUGH OF CROYDON
EDUCATION COMMITTEE
EDENHAM HIGH SCHOOL
Orchard Way, Shirley, Croydon, Surrey
Tel: 01-776 0220
A teacher is required to join this 11-16 mixed comprehensive school to teach History. This is a part time post (0.5), the sessions will be Monday, Tuesday and Thursday afternoon.
Please telephone the Head Teacher for application forms and further details.
Salary: Scale 1.
Tenable: As soon as possible. (37436) 132822

**KENT**
COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH WEST KENT AREA
HEXTABLE SCHOOL
Egerton Avenue, Hextable, Kent BR8 7LU
Required from the beginning of the Summer Term a teacher of History, Economics and Social Science to join a forward looking Humanities Faculty at Hextable School (an 11-18 mixed Comprehensive). The school is on the edge of the London Boroughs of Bexley and Bromley, yet close to the open countryside of the North Downs.
London Fringe Allowance of £284 payable.
The school is seeking a person who is able to offer curriculum input into the Faculty and who is capable of taking responsibility for the Social Sciences. A Scale 2 post is available.
Application, including c.v. and names and addresses and telephone numbers of two people to whom reference may be made, should be put in writing as soon as possible to the Headmaster, at the school. Further particulars may be obtained on the receipt of a s.a.e.
Possibility of help with temporary housing in approved cases. (37426) 132822

**SALFORD**
CITY OF SALFORD
EDUCATION DEPARTMENT
BUILE HILL HIGH SCHOOL
Eccles Old Road, Salford M6 8RD
Tel: 061-736 1773
(11-16 Mixed Comprehensive - 820 on Roll)
Teacher of History required as soon as possible for temporary post until 31st August, 1987 to teach the subject to years one to three.
Apply to the Head Teacher, as soon as possible, for further details. (37716) 132822

**WEST MIDLANDS**
QUEEN MARY'S GRAMMAR SCHOOL
Walsall
Boys' Voluntary Aided Selective School: 180 in sixth Form
Required for September 1987 teacher of HISTORY and, if possible, GEOGRAPHY. Ability to help with games a strong recommendation.
Applications by letter, with the names of two referees, to the Headmaster, Queen Mary's Grammar School, Sutton Road, Walsall, West Midlands WS1 2PG, closing date 28th January. (37194) 132822

## Home Economics

### Scale 1 Posts

**BEDFORDSHIRE**
COUNTY COUNCIL
EDUCATION SCHOOL TEACHER
Required for January 1987
Based at SHARNBROOK SCHOOL
Odell Road, Sharnbrook, Beds. MK44 1JX
Tel: 782211
A Home Economics Specialist to cover the Maternity Leave of the present post-holder. Scale 1.
Salary: Scale 1.
Hours: Full time.
How to Apply: Application Forms and further details from the Headmaster.
S.A.E. please. Please apply immediately.
Closing Date: 16th January 1987.
Bedfordshire is an Equal Opportunities employer.
(37359) 133022

**NORTHAMPTONSHIRE**
NORTHAMPTON WESTON FAVELL UPPER SCHOOL
Booth Lane South, Northampton NN3 3EZ
A temporary vacancy will arise on Monday 26 January 1987 for a teacher of HOME ECONOMICS and CHILD DEVELOPMENT at this large co-educational comprehensive upper school. A Scale 2 or 3 allowance is available for a suitably qualified and experienced teacher who can take charge temporarily of the department.
For an application form and further details of the post, please apply to the Headmaster. Please send a stamped addressed envelope for reply.
Northamptonshire welcomes applications regardless of marital status, sex, race and disability.
(45895) 133022

## Humanities

### Heads of Department

**LEICESTERSHIRE**
COUNTY COUNCIL
An Equal Opportunity Employer
ALDERMAN NEWTON SCHOOL
Glenfield Road, Leicester LE3 6DN
(11-18)
NOR 870
HUMANITIES SCALE 4
HEAD OF DEPARTMENT
Required for April an experienced well qualified and enthusiastic teacher of humanities to lead a faculty of 12 staff currently teaching Geography (Avery Hill and Geography '16-19') History (Schools History Project) Social Studies and Religious Education as separate subjects.
Experience/knowledge of integrated humanities and of humanities within a modular framework would be an advantage.
Further information available from Mr D.G. Butler, Headmaster at the above address Tel: 872583.
(37636) 133020

**ESSEX**
WEST HATCH HIGH SCHOOL
High Road, Chigwell IG7 5BT
Tel: 01-504 8216
(Roll: 1100)
HEAD OF HUMANITIES, Scale 3
(London Fringe Allowance)
For Easter or September 1987, to lead a team of Humanities teachers in Year 1 and to be responsible for Religious Studies in Years 2 to 5.
Apply by letter/phone for details (foolscap s.a.e. please).
(45890) 133218

### Scale 1 Posts

**HAVERING**
LONDON BOROUGH OF HAVERING
CHASE CROSS SCHOOL
Havering Road North, Romford RM1 4YY
Tel: Romford 47353
(Roll 1015 Mixed)
Headteacher: D.A. Steward, B.A.
Required as soon as possible, a temporary teacher, Scale 1, of Humanities or General Studies to cover a sickness absence.
Letters of application enclosing full curriculum vitae and the names of two referees should be sent to the Headteacher as soon as possible.
(37565) 133222

**HAVERING**
LONDON BOROUGH OF HAVERING
FOREST LODGE HIGH SCHOOL
Lodge Lane, Romford RM5 2LD
Tel: Romford 46412
(Roll 775 Mixed)
Headteacher: Mrs P.A. Atherton
Required for January 1987 a temporary teacher of Humanities/Geography. Examination work available for a suitably qualified candidate. This can be a full or part time post.
Further details are available from the Headteacher to whom letters of application enclosing full curriculum vitae and the names of two referees should be sent.
(37732) 133222

## Mathematics

### Heads of Department

**CROYDON**
LONDON BOROUGH OF CROYDON
EDUCATION COMMITTEE
ASHBURTON HIGH SCHOOL
Shirley Road, Croydon, Surrey
Tel: 01-656 0222
Head of Faculty of Maths and Computer Studies - The successful candidate will be an enthusiastic and experienced teacher with management skills, computer experience, and the ability to take a leading role in the development of the Faculty in this 11-16 Group 11 High School.
Please contact the Head Teacher for further details.
Salary: Scale 4.
Tenable: Summer Term 1987. (37438) 133418

**ISLE OF WIGHT**
RYDE HIGH SCHOOL
Pell Lane, Ryde, IW PO33 3LN
Age range 13-18 years
1069 on roll. Group 11
Required for Easter 1987, HEAD OF MATHEMATICS DEPARTMENT (Scale 4).
A well qualified and experienced teacher is required to lead a team of 8 staff.
The Department is well established and equipped, also having a Computer Room and access to a school computer network system. Courses are being developed for TVEI and CPVE students and the school has acted as a national pilot for Post Cockcroft Courses.
The Department has a reputation for achieving good examination results at 'O', 'A' and 'S' levels. Currently over 100 students in the 6th form are pursuing 'A' level or CPVE Maths Courses.
Application forms available from the Headteacher at the School, to whom completed forms should be returned by 23 January 1987 (SAE please). (37538) 133418

### Scale 2 Posts and above

**BARNET**
LONDON BOROUGH
COPTHALL SCHOOL
Page Street, Mill Hill, London NW7 2EP
Tel: 01-959 1937
Girls' Comprehensive. Roll 1037. Sixth Form 144. 6-form entry
Required Easter 1987 or earlier if possible a committed MATHEMATICS TEACHER to share in the work of a large and successful department Scale 2. The post will carry responsibility for the development of coursework projects associated with GCSE. Copthall is a TVEI school and an interest in INFOTEC would be an advantage.
Removal expenses and separation allowances available.
Apply in writing to Head Teacher with full c.v. and names of two referees. S.A.E.
Director of Educational Services. (37392) 133420

**DUBAI**
THE RASHID SCHOOL FOR BOYS
Substantial Tax free salaries.
See Overseas.
(37584) 133420

**ENFIELD**
LONDON BOROUGH OF ENFIELD
AYLWARD SCHOOL
Wilbury Way, London N18 1BX
Roll 950
Required April 1987, suitably qualified, experienced and enthusiastic teacher of MATHEMATICS (Scale 3) to join a well-established and forward-looking Faculty. S.M.I.L.E. is used with all pupils in years 1 to 5.
A willingness to contribute to developments in Information Technology and to be involved in new initiatives such as T.V.E.I. would be an advantage.
London Allowance, £726 - Consideration given to assistance with removal, relocation costs, temporary housing and two homes allowance.
Apply by letter with curriculum vitae, giving names, addresses and telephone numbers of two referees to the Head Teacher. Closing date 23rd January 1987.
An equal opportunity employer. (37386) 133420

**HEREFORD AND WORCESTER**
COUNTY COUNCIL
KING CHARLES I HIGH SCHOOL
Hillgrove House, Comberton Road, Kidderminster, Worcs. DY10 3HP
Required as from the beginning of the Summer Term 1987:-
Second in the Mathematics Department at Scale 3. The successful applicant will be required to teach at all levels, including A-level courses, and to work in a creative and administrative capacity in the running of the department.
The School is a mixed ten-form-entry comprehensive school for 1,030 pupils aged 13-18 of whom 150 are sixth formers.
Please apply by letter to the Headmaster, giving details of education, qualification, experience and interests together with the names and addresses of two referees. Applications will be acknowledged with further information.
(37531) 133420

**LINCOLNSHIRE**
DEEPINGS COUNTY SCHOOL
Park Road, Deeping St James, Peterborough PE6 8NF
Group 11, Roll 1,050
Required from September graduate teacher of Mathematics as second in department of six at this developing comprehensive school. Experience at A level essential since Mathematics is in demand. SMP taught throughout all year groups, Scale 3.
SAE to Head for form and details (0778 342159).
Closing date 20 January 1987 (T233). (46919) 133420

**HILLINGDON**
LONDON BOROUGH OF HILLINGDON
QUEENSMEAD SCHOOL
Queen's Walk, Ruislip, ... 0LS
Number on roll: 866 ... Sixth Form ...
Headteacher: R.C. D..., B.A., M.Ed.
Required for January/Easter 1987 a well qualified teacher of Mathematics to teach in a Department of seven teachers. A Scale ... post is available for a teacher of sufficient experience. Teaching would be at least across the 11-18 range and the ability to make a contribution to teaching of A level Mathematics in the 6th Form would be welcome but not essential.
Queensmead is an 11-18 six form entry comprehensive school with an impressive record of examination success in Mathematics over a number of years. The school is one of four Hillingdon schools involved in the Hillingdon TVEI pilot project.
Applications by letter in the first instance (including full c.v.) to the Headteacher at the school from whom further details are available. Please quote names and addresses of referees.
Outer London Allowance Payable. (37221) 133...

**ISLE OF WIGHT**
EDUCATION SERVICE
Please see display advertisement under Secondary, other than by subject, Scale ...
(37539) 13...

**KENT**
COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH WEST KENT AREA
DOWNS SCHOOL
Green Street Green Road, Dartford, Kent DA1 1QE
Roll: 1300 (Mixed); 11-18 Wide Ability
Required for April 1987, Graduate teacher of Mathematics with responsibilities in the Mathematics Department. Scale 2. Courses GCSE/CSE, 'O' and 'A' le...
Fringe Allowance.
Pleasant site on outskirts of Dartford with easy access to London and Kent countryside.
Applications to the Headmaster with full c.v., s.a.e. and names of two referees.
Possibility of help with temporary housing in approved cases.

NORTH KENT AREA
THE SHEPPEY SCHOOL
FACULTY OF MATHEMATICS, SCALE 2
Scale 2 Mathematics Teacher required for January. Responsibilities to be determined according to the experience and ability of the successful candidate.
Letters of Application together with curriculum vitae and names and addresses of two referees, to the Headmaster, The Sheppey School, Minster Road, Minster In Sheppey, Kent ME12 3JQ.
(37427) 13...

**LONDON SE16**
BACON'S SCHOOL
Deleford Road, London SE16 3BN
Tel: 237 5243
Required April 1987.
An experienced Mathematics teacher is required to join an enthusiastic committed and progressive department. Scale 2 plus £1,100 per annum Inner London Allowance.
The school is a ... entry, mixed Church of England, Voluntary Aided Comprehensive School in ... London.
Further details and application forms from the Headteacher at the school.
Closing date January ... 1987. (37059) ...

**SUFFOLK**
COUNTY COUNCIL
WESTBOURNE HIGH SCHOOL
Marlow Road, Ipswich IP1 5JN
11-18 mixed comprehensive roll 1490
TEACHER with RESPONSIBILITY for MATHEMATICS EDUCATION ... 2 and 3, Scale 3, required April 1987. The School ... successfully implemented the SMP 11-16 project ... ability to teach ... Mathematics or Statistics ... 'A' level would be an advantage.
Application forms and details obtainable from the Headteacher at the School, s.a.e. please, closing date 23rd January.
(37767) ...

**WARWICKSHIRE**
WOLSTON HIGH SCHOOL
Manor Estate, Wolston, Coventry CV8 3GT
Required April 1987, ... the post of HEAD OF MATHEMATICS, Scale ... well qualified and experienced teacher to lead a small but dynamic department ...
Application form and further details ... from the Eastern Area Education Office, ... Hall, Lower Hillmorton Road, Rugby ... Closing date 23rd January 1987, s.a.e. please.
Warwickshire is an equal opportunities employer.
(34725)

# COUNTY UNATTACHED STAFF
## (HOME ECONOMICS)
Required for April, 1987, experienced teachers of Home Economics to join a team filling long term vacancies.
Scale 3 or 4 according to experience. Travel expenses payable. Relocation allowances payable in appopriate cases.
**Please send foolscap s.a.e. for forms and details to County Education Officer, P.O. Box 47, Threadneedle House, Market Road, Chelmsford CM1 1LD.**
Closing date: 23rd January, 1987.
ESSEX County Council (11732)



## SECONDARY MATHEMATICS
continued

### Scale 1 Posts

**BARNET**
LONDON BOROUGH
COPTHALL SCHOOL
Page Street, Mill Hill, London NW7 2EP
Tel: 01-959 1937
Girls' Comprehensive. Roll 1037. Sixth Form 144. 6-form entry
Required March 1987 teacher of MATHEMATICS/INFORMATION TECHNOLOGY SCALE 1, to cover for maternity leave, and share in the work of a large and busy Department. There is a strong possibility of a permanent post from September.
Apply in writing to Head Teacher with full c.v. and names of two referees. S.A.E.
Director of Educational Services. (37393) 133422

**BEDFORDSHIRE**
MATHS Scale 1
Required Immediately
Based at CARDINAL NEWMAN SCHOOL
Warden Hill Road, Luton, Beds.
Tel: 597125
Temporary to cover maternity leave, a teacher of Mathematics, Scale 1, to G.C.S.E. level. Ability to teach Computer Studies an advantage. Scale 1, part-time considered.
How to Apply: Applications to be sent as soon as possible to the Clerk to the Governors accompanied by two testimonials and marked 'Applications'.
Based at: *.
Bedfordshire is an Equal Opportunities Employer.
(37366) 133422

**BEDFORDSHIRE**
MATHS SCALE 1
Required for September 1987
Based at VANDYKE UPPER SCHOOL & COMMUNITY COLLEGE
Vandyke Road, Leighton Buzzard, Beds
Tel: 376838
A teacher to join a team of ten qualified Mathematicians at this modern, well equipped Upper School. Opportunities to teach Sixth Form. Three computer laboratories. Scale 1.
How to Apply: Application Forms available from and returnable to the Headmaster. S.A.E. please. (37365) 133422

**BEDFORDSHIRE**
MATHS SCALE 1
Required for April 1987
Based at ICKNIELD HIGH SCHOOL
Riddy Lane, Luton, Beds.
Tel: 576561
A teacher of Mathematics, Scale 1, to teach the subject tthroughout the school.
How to Apply: Application forms available from and returnable to the Headmaster. S.A.E. please. (37364) 133422

**BEDFORDSHIRE**
COUNTY COUNCIL
SOUTHERN AREA
EDUCATION OFFICE
MATHS Scale 1
Required for September 1987
Based at HOUGHTON REGIS UPPER SCHOOL & COMMUNITY COLLEGE
Parkside Drive, Houghton Regis, Beds.
Tel: 866166
A qualified mathematician to teach pupils of all abilities throughout the school. Scale 1.
How to Apply: Application Forms available from and returnable to the Headmaster. S.A.E. please. (37363) 133422

**BUCKINGHAMSHIRE**
COUNTY COUNCIL
Equal Opportunity Employer
QUARRENDON COUNTY SECONDARY SCHOOL
Weedon Road, Aylesbury, Bucks.
Headteacher: R. Canwell
Roll: 617 pupils
Scale: 1
Required April 1987, or earlier if possible, TEACHER OF MATHEMATICS, to join a friendly and well organised department, currently embarking on the S.M.P. Mathematics 11-16 scheme.
Assistance with removal expenses is given in approved cases.
Application form and further details (s.a.e.) from, and to be returned to, The Headteacher at the school.
(37608) 133422

**BURY**
An Equal Opportunity Employer
EDUCATION DEPARTMENT
MATHEMATICS TEACHERS (SCALE 1
Required for 1st September, 1987. Applications are invited from newly qualified and experienced teachers of Maths for a number of vacancies in the Authority's High Schools.
Application forms and further details obtainable from and returnable to the Director of Education, Athenaeum House, Market Street, Bury BL9 0BN by Friday, 23rd January, 1987.
(37130) 133422

**DORSET**
THE WEY VALLEY SCHOOL
Dorchester Road, Weymouth DT3 5AN
1070 on Roll
(11-16 Co-educational Comprehensive)
Required 1st April a well qualified and enthusiastic teacher of Mathematics in this developing Comprehensive School.
Further details and forms of application available from the Headteacher (s.a.e. please).
(36135) 133422

**ENFIELD**
LONDON BOROUGH
KINGSMEAD SCHOOL
Southbury Road, Enfield EN1 1YQ
Required for Easter 1987 Scale 2 Teacher to join our new INFORMATION TECHNOLOGY DEPARTMENT.
For further information see under Other than by subjects Scale 1 posts. (37405) 133422

**ESSEX**
MAYFLOWER SCHOOL
Stock Road, Billericay CM12 0RT
Tel: Billericay 3171
(Roll 1540 inc. 180 Sixth Form)
MATHEMATICS, Scale 1
Mixed 11-18 Comp. School on one site with modern buildings and attractive environment. Required to join enthusiastic and successful department. Possibility of 'A' level work for suitable candidate.
Further details and application form from Headteacher (foolscap s.a.e. please).

WEST HATCH HIGH SCHOOL
Chigwell IG7 5BT
Tel: 01-504 8216
(Roll 1064)
MATHEMATICS TEACHER, Scale 1
Required Easter or September, 1987, to teach across age and ability range. 'A' level teaching possible. Could suit a new entrant.
Apply by letter or telephone (foolscap s.a.e. please).
(37246) 133422

**HAMPSHIRE**
RE-ADVERTISEMENT
THE WAVELL SCHOOL
Lynchford Road, Farnborough, Hampshire GU14 6BH
Mixed Comprehensive 11-16.
N.O.R. 725
Required for April 1987. Scale 1 post.
Maths specialist for lively team.
Opportunity to join computer curriculum development, funded by major company.
Closing date 19th January 1987.
Letter of application nominating two referees to Head Teacher with s.a.e. for details.
We pursue a policy of equality of opportunity.
Applications particularly welcome from people with disabilities. (45914) 133422

**HAVERING**
LONDON BOROUGH OF HAVERING
BEDFORDS PARK SCHOOL
Appleby Drive, Romford RM3 7SJ
Tel: Ingrebourne 71331
Headteacher: R.J. Bracken, B.A.
(Roll: 746 Mixed)
Required for January 1987 for two terms in the first instance, a teacher of Mathematics, Scale 1, to teach up to fifth year level.
Letters of application enclosing full curriculum vitae and the names of two referees should be sent to the Headteacher as soon as possible.
(37731) 133422

**HERTFORDSHIRE**
THE KNIGHTS TEMPLAR SCHOOL
Park Street, Baldock, Herts. SG7 6DZ
Tel: Baldock 893093
Head: Mr P. Chapman
Co-educational
Comprehensive, Roll 870 (11-18) 116 in Sixth Form
Required for September 1987, a teacher of MATHEMATICS (Scale 1) to join a most successful department. The opportunity exists to teach the subject to 'A' and 'S' levels. A willingness to share in a well structured programme of Lower School Computer Studies would be an advantage.
Apply in writing to the Headmaster with c.v. detailing names and addresses of two referees to the Knights Templar School, Park Street, Baldock, Herts. Please enclose S.A.E. (46260) 133422

**ISLE OF WIGHT**
COWES HIGH SCHOOL
Crossfield Avenue, Cowes, IW PO31 8HB
Age range 13-18 years. 1034 on roll. Group 11
Required for September 1987, or Easter 1987 if possible, TEACHER OF MATHEMATICS (Scale 1) to join a very successful Department which offers SMP courses throughout the school. Good support for probationer teachers and a pleasant environment make this a suitable appointment for a new entrant to the profession.
Further details and application forms from the Headteacher at the school, to whom completed forms should be returned by 23rd January, 1987. (SAE please). (37537) 133422

**LONDON SE9**
ST. THOMAS MORE R.C. (S.M.)
Footscray Road, Eltham, SE9 2SU
Tel: 01-850 6700
Roll: 540
Headteacher: Miss M. Driscoll
Required from start of EASTER TERM 27.4.87.
SCALE 1. Assistant for Mathematics to teach throughout the age and ability range in a well established and enthusiastic department with a developing interest for investigatory/problem solving methods.
Visits to the school welcome.
(37927) 133422

**SINGAPORE**
UWCSEA
TEACHER OF MATHEMATICS
For further details see our display advert on Page 75.
(45945) 133422

**KENT**
COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTHWEST KENT AREA
HEXTABLE SCHOOL
Egerton Avenue, Hextable, Kent BR8 7LU
Teacher of Mathematics, Scale 1, required from April 27 1987, or sooner at Hextable School (an 11-18 Comprehensive). Maths is taught to A level. The school is on the edge of the London Borough of Bexley and Bromley, and close to the open countryside of the North Downs. London Fringe Allowance of £284 payable.
Application, including cv and names, addresses and telephone numbers of two people to whom reference may be made, should be put in writing as soon as possible to the Headmaster, at the school. Further particulars may be obtained on receipt of a sae.
Possibility of help with temporary housing in approved cases.

MID KENT AREA
THE ASTOR OF HEVER SCHOOL
Oakwood Road, Maidstone, Kent ME16 8AE
Teacher of Mathematics required mid February, temporary in first instance to cover maternity leave. To teach all abilities across age range in well established department. School is fully comprehensive in first two years.
S.A.E. to Head Teacher for further details and application form.

SOUTH KENT AREA
THE NORTH SCHOOL FOR BOYS
Essella Road, Ashford
Teacher of Mathematics required, Scale 1, to be appointed for the start of the Summer Term 1987. The post will involve teacher Mathematics from 1st to 5th Year and includes some GCSE classes. It would suit a probationer.
Applications naming two referees to the Headteacher at the school.

WALMER SECONDARY SCHOOL
Salisbury Road, Walmer, Deal (Group 8)
Required for April or September 1987 a well qualified enthusiastic MATHEMATICS specialist at the modern school set in delightful surroundings within easy reach of Dover and Canterbury. Courses to G.C.S.E. level. Applications from students just completing a qualifying course are welcome. Interest in computer work an advantage.
Letter of application to the Headmaster at the school with the names and addresses of two referees. (37428) 133422

**SUFFOLK**
COUNTY COUNCIL
ORWELL HIGH SCHOOL
Maidstone Road, Felixstowe IP11 9EF
11-18 mixed comprehensive, roll 1096
Required April 1987 TEACHER OF MATHEMATICS Scale 1; the opportunity to teach some PHYSICS could be made available.
Application forms and details obtainable from the Head at the school, s.a.e. please, closing date 23rd January 1987.
(37444) 133422

## Modern Languages

### Heads of Department

**DEVON**
COUNTY COUNCIL
Please see display advertisement on Page 53.
(37379) 133618

**DUBAI**
THE RASHID SCHOOL FOR BOYS
Substantial Tax free salaries.
See Overseas.
(37579) 133618

**HAMPSHIRE**
PRIORY SCHOOL SCHOOL
Fawcett Road, Southsea, Hants. PO4 0DL
(12-16 Comprehensive)
Required 27th April 1987.
SCALE 3 - HEAD OF MODERN LANGUAGES.
Further details and application forms from the Headmaster (s.a.e. please). Closing date: 23rd January 1987.
The County Council pursues a policy of equality of opportunity.
Applications are particularly welcome from people with disabilities. (37202) 133618

**LEICESTERSHIRE**
COUNTY COUNCIL
An Equal Opportunity Employer
ALDERMAN NEWTONS SCHOOL
Glenfield Road, Leicester LE3 6DN
NOR: 913
HEAD OF MODERN LANGUAGES SCALE 3
Required from April an experienced and well qualified teacher of French (with German or Spanish as a 2nd Language) in this mixed comprehensive school. Experience in communicative language teaching across the ability range and of Graded Assessment will be a distinct advantage as will proven success in examination work up to and including GCE 'A' level.
Please contact the Headteacher for further details and application forms (SAE). (37654) 133620

**LIVERPOOL**
HEAD OF FRENCH AND GERMAN
Scale 3
KING DAVID HEBREW BILATERAL SCHOOL
Childwall Road, Liverpool L15 6UZ
(Mixed)
Required for the summer term 1987. The successful applicant will be able to lead and develop a well-established department and teach both languages from beginner level to A level; in addition to dealing imaginatively with children who do not intend to pursue modern languages beyond the minimum level required by the school.
Application forms obtainable from (send SAE) and returnable to the Head Teacher. Please quote ref. no. P & M 268(b). Closing date: 19th January 1987.
Liverpool City Council is an Equal Opportunity Employer and welcomes applications irrespective of race, sex, marital status or disability. (37154) 133618

**SURREY**
EDUCATION COMMITTEE
GLEBELANDS SCHOOL
Parsonage Road, Cranleigh
Tel: 275248
No on roll: 900 - Group 10 - 12/16 Mixed comprehensive school
For April 1987, Head of Modern Languages, current Scale 4, to lead the continued development of this lively and progressive department. Ability to teach both French and German would be an advantage and experience in graded testing and the teaching of language to children are equally important.
Further details can be obtained by ringing the school. Applications should be by letter to the Headmaster with c.v. and names of two referees by Friday, 23rd January 1987. (36163) 133618

### Scale 2 Posts and above

**BEDFORDSHIRE**
MODERN LANGUAGES
Required for April 1987
Based at ASHCROFT HIGH SCHOOL
Crawley Green Road, Luton, Beds.
Tel: 33011
A teacher of Modern Languages (mainly French), to be second in department, Scale 2. Ability to teach German desirable.
How to Apply: Application Forms available from and returnable to the Headmaster, S.A.E. please. (37372) 133620

**CAMBRIDGESHIRE**
(Equal Opportunity Employer)
BUSHFIELD COMMUNITY SCHOOL
Orton Goldhay, Peterborough PE2 0RQ
Tel: Peterborough 233014
(11-16)
Principal: Mr. W.R. Stirling, M.A.
Group 9
Required for Easter 1987:- Scale 3 Teacher in Charge of Modern Languages. A person is sought who is not only well versed in modern developments in language teaching but also sees a place for Modern Languages in Community Education.
Possible housing assistance.
Further details and an application form available from the Principal at the above address (s.a.e.). Closing date 23rd January 1987.
(37149) 133620

**DUBAI**
THE RASHID SCHOOL FOR BOYS
Substantial Tax free salaries.
See Overseas.
(37588) 133620

**HAMPSHIRE**
THE HURST SCHOOL
Baughurst, Basingstoke RG26 5NL
Required for Easter 1987.
Assistant Teacher of German, Scale 2.
To teach the subject from the Third Year up to G.C.S.E. Level. The ability to teach French to junior pupils is desirable.
Letters of application with full c.v. to the Headmaster at the school. S.A.E. for further details.
Hampshire County Council pursues a policy of equality of opportunity. Applications particularly welcome from people with disabilities.
(37041) 133620

**ISLE OF WIGHT**
EDUCATION SERVICE
Please see display advertisement under Secondary, other than by subject, Scale 2.
(37542) 133620

**WARWICKSHIRE**
KINETON HIGH SCHOOL
Banbury Road, Kineton, Warwick CV35
Required from 27th April 1987, a fully qualified and experienced teacher, Scale 2, to teach FRENCH across the ability range up to 'A' level.
Application form and further details available from the Head at the school. S.a.e. please.
Warwickshire is an equal opportunities employer.
(37724) 133620

**RICHMOND UPON THAMES**
LONDON BOROUGH OF RICHMOND UPON THAMES
(An equal opportunity employer)
WHITTON SCHOOL
Percy Road, Whitton, Twickenham, Middx. TW2 6JW
TEACHER OF GERMAN WITH FRENCH, SCALE 2 required as soon as possible or for the summer term 1987.
An enthusiastic and well qualified graduate is required to join the Modern Languages Department and have special responsibility for German throughout the school. Applicants will be expected to develop the G.C.S.E. Course in German and to take an active share in the touching of French to G.C.S.E. level.
Forms and further details (foolscap s.a.e.) from Director of Education, Regal House, London Road, Twickenham TW1 3QB, returnable to the Headteacher at the school by Monday 26th January 1987.
(37502) 133620

### Scale 1 Posts

**BEDFORDSHIRE**
MOD LANG Scale 1
Required for September 1987
based at VANDYKE UPPER SCHOOL & COMMUNITY COLLEGE
Vandyke Road, Leighton Buzzard, Beds
Tel: 376838
A teacher of French to join a team of seven specialist linguists in this modern well equipped Upper School. Tandberg Language Laboratory. Scale 1.
How to Apply: Application Forms available from and returnable to the Headmaster. S.A.E. please.
Bedfordshire is an Equal Opportunities Employer.
(37373) 133622

**BEDFORDSHIRE**
COUNTY COUNCIL
EDUCATION SCHOOL TEACHER
Required for March 1987
Based at JOHN BUNYAN UPPER SCHOOL
Mile Road, Bedford MK42 9TR
Tel: Bedford (0234) 643551
A Temporary Teacher of Modern Languages, Scale 1, to cover the the Maternity Leave of the present post-holder, temporary to 31st August 1987.
Salary: Scale 1.
Hours: Full Time.
How to Apply: Application Forms and further details from the Headmaster. S.A.E. please.
Closing Date: 31st January 1987. (37371) 133622

**BERKSHIRE**
NEWLANDS SCHOOL
Farm Road, Maidenhead SL6 5JB
Required April 1987 a Scale 1 teacher of German to work in a strong Modern Languages Department and able to teach to Advanced Level. It would be an advantage to the candidate to offer some French.
Initial applications by letter with full c.v. and the names of two referees to the Headmistress, Mrs J.M. Leighton. Closing date: 19th January.
An Equal Opportunity Employer. (37693) 133622

**BERKSHIRE**
MEADWAY SCHOOL
The Meadway, Tilehurst, Reading RG3 4NN
NOR: 875 (Comprehensive)
Required for April 1987, a Scale 1 graduate teacher of French. French is taught to GCSE and 'A' level and Italian is introduced in the second year. Graded tests are well established within the faculty. Applicants must show an enthusiasm to help in the development of new courses.
Please send c.v., names of two referees, to the Headmaster, together with SAE for details of the post.
Closing date: 23rd January.
An Equal Opportunity Employer. (37698) 133622

# Lancashire County Council
AN EQUAL OPPORTUNITY EMPLOYER

The following are required for the 1st May, 1987 unless otherwise stated, and the closing date is the 22nd January, 1987.

## Secondary Schools
Application forms available from/to the Headteacher at the appropriate school.

**THORNTON CLEVELEYS MILLFIELD COUNTY HIGH**
Church Road, Thornton, Cleveleys (1011 on Roll)
GROUP 11 – HEADTEACHER

**BURNLEY IVY BANK HIGH SCHOOL**
Byron Street, Burnley (820 on Roll Co-ed 11-16) 27th April, 1987 or as soon as possible thereafter
GROUP 10 – SECOND MASTER/MISTRESS (PERSONNEL)

**LANCASTER OUR LADY'S RC HIGH (AIDED)**
Morecambe Road, Lancaster (946 on Roll mixed 11-16)
SCALE 3 – SECOND IN THE MATHEMATICS DEPARTMENT

**CHORLEY SOUTHLANDS HIGH**
Clover Road, Chorley (825 on Roll 11-16 mixed)
SCALE 3 – HEAD OF FIFTH YEAR. Ability to teach Art and Ceramics

Re-advertisement
**THORNTON CLEVELEYS MILLFIELD COUNTY HIGH**
Belvedere Road, Thornton Cleveleys, Blackpool (1011 on Roll)
SCALE 2 – PHYSICS

**DARWEN VALE HIGH**
Blackburn Road, Darwen (1200 on Roll 11-16 mixed)
SCALE 2 – PHYSICS (SECOND IN DEPARTMENT)

**CARNFORTH COUNTY HIGH**
Kellet Road, Carnforth (809 on Roll 11-16 mixed)
SCALE 1 – DRAMA/ENGLISH. An enthusiastic teacher to assume responsibility for the developing subject of Drama and also to teach English to GCSE level

**CENTRAL LANCASTER HIGH**
Crag Road, Lancaster (751 on Roll)
SCALE 1 (1 full-time and 1 part-time 0.5) – E.S.L. Based in the first instance at this School. Further details available.
Application forms available from/to the District Education Officer, High Street, Lancaster

**PRESTON WILLIAM TEMPLE CE HIGH (AIDED)**
St Vincents Road, Fulwood, Preston (549 on Roll)
SCALE 1 – HISTORY/GEOGRAPHY

**PRESTON WILLIAM TEMPLE CE HIGH (AIDED)**
St Vincents Road, Fulwood, Preston (549 on Roll) 1st September, 1987.
SCALE 1 – CRAFT DESIGN TECHNOLOGY

**WALTON-LE-DALE LOSTOCK HALL COUNTY HIGH**
Todd Lane North, Lostock Hall, Preston (745 on Roll) Required as soon as possible
SCALE 1 – GEOGRAPHY, BUSINESS STUDIES. Ability to teach PE an advantage.

**BURNLEY TOWNELEY HIGH**
Towneley Holmes, Burnley (1086 on Roll Co-ed 11-16) Required as soon as possible
SCALE 1 – MATHEMATICS (02200)

## SECONDARY MODERN LANGUAGES
continued

**BUCKINGHAMSHIRE**
COUNTY COUNCIL
Equal Opportunity Employer
AYLESBURY GRAMMAR SCHOOL
Walton Road, Aylesbury, Bucks.
Headteacher: K.D. Smith, M.A. (Cantab)
Roll: 1150 boys (450 in Sixth Form)
Scale: 1
Required September 1987. Graduate to teach French to 'O' and 'A' level. There may be an opportunity to teach either German or Spanish but this is not essential.
Assistance with removal expenses is given in approved cases.
Applications by letter in the first instance (s.a.e.) giving full details and the names and addresses of two referees, direct to the Headteacher at the school. (37607) 133622

**BUCKINGHAMSHIRE**
MILTON KEYNES AREA
Equal Opportunity Employer
BRINDLEY HALL SCHOOL
Stantonbury Campus, Purbeck, Stantonbury, Milton Keynes MK14 6BN
(Mixed Comprehensive - approximately 1060 on roll)
Stantonbury Campus is a rapidly expanding education and leisure complex incorporating extensive community facilities and twin 12-18 comprehensive schools.
Required for April or September 1987 a committed and enthusiastic teacher to join a cross-campus Modern Language Team of thirteen. Languages are core to 16+ for all students, who follow either Public Exam courses of Modular Multi-Languages Programme. Post 16 courses are well established in a sixth form of 300 students.
A commitment to a communicative approach and mixed ability teaching is essential. Scale 1.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Application forms and further details are available on receipt of a 106 X 230mm stamped addressed envelope from the Headteacher, John Wilkins. (37815) 133622

**DORSET**
SELDOWN SECONDARY BOYS' SCHOOL
Kingland Road, Poole BH15 1TW
(age range 12-18)
Required immediately, temporary for 2 terms - Language Teacher, primarily French with some English (Scale 1).
Apply by letter to the Headmaster giving curriculum vitae and the names and addresses of two referees. (45923) 133622

**EAST SUSSEX**
SEAFORD HEAD SCHOOL
Arundel Road, Seaford BN25 4LX
Comprehensive mixed, 11 - 18. Roll: 1150
From February 2: temporary Teacher of French (Scale 1) until August 31, 1987 (cover for maternity leave) to share in the work of a large department.
Applications plus c.v. to the Headmaster together with the names of two referees as soon as possible. (37374) 133622

**NORTH YORKSHIRE**

SOUTH CRAVEN SCHOOL
Holme Lane, Crosshills, Keighley BD20 7RL
(11-18)
Required from Mid February TEACHER OR RUSSIAN throughout school (inc. some 'A' level work) with some Junior French/German. Temporary to cover maternity leave.
Apply to Headmaster a.s.a.p.

HOLY FAMILY RC HIGH SCHOOL
Lonnhedge Lane, Carlton, Goole DN14 9NS
Required for February 1987 TEMPORARY TEACHER OF FRENCH & GERMAN to 16+ level.
Tomorary to cover maternity leave.
Apply in writing to Headteacher with full cv and names and addresses of 2 referees by 16.1.87. (37624) 133622

**Cheshire**
*Application forms (send s.a.e.) are obtainable from the Head of the School, to whom they should be returned as soon as possible. Assistance with removal expenses is given in approved cases.*
N. J. Fitton
Director of Education

HEADS OF DEPARTMENT
HEAD OF MUSIC – Scale 3
*SANDBACH HIGH, Middlewich Road, Sandbach CW11 9EB*
Required to teach to A level and to direct the school's extra-curricular programme. Applicants must be accomplished pianists.
Closing date 30th January 1987.

SCALE 1 POSTS
SOCIOLOGY
*MALBANK SCHOOL, Welsh Row, Nantwich CW5 5HD Tel: 0270 623434*
*Comprehensive 11-18. 970 pupils including VIth form*
Required for February 5th 1987, to cover maternity leave, for examination classes at all levels, including University entrance. Ability to assist with junior History an added recommendation.
Closing date Friday January 16th 1987.

ECONOMICS
*WHITBY COMPREHENSIVE, Sycamore Drive, Ellesmere Port, South Wirral L66 2NU*
*1500 on roll, mixed, large 6th Form*
Required for April/September by this 11-18 well established Comprehensive. An ability to teach to A level and an interest in C.P.V.E. is desirable.

MUSIC
*ALSAGER COMPREHENSIVE, Hassall Road, Alsager, Stoke on Trent ST7 2HR*
*Number on roll 1400 – 11-18*
Music specialist required for September 1987 – teaching to G.C.S.E. and A level. Extra-curricular music is a very strong feature of the school. Keyboard skills an advantage.
Closing date: 30th January 1987. (11736)

DIRECTORATE OF EDUCATION AND RECREATION
**Advisory Teacher for Music**
For April 1987 to support the teaching of MUSIC in both the Primary and Secondary Sectors, and to co-ordinate the Instrumental Service within the Authority.
You should be a qualified teacher and practising musicians with some experience of teaching across a wide range of age and ability.
(Scale 4 post. London Allowance £726.)
Application forms and further details, available from the Director of Education and Recreation, Guildhall, Kingston upon Thames, Surrey. (Ref: 5/MG/JD) – telephone no: 01-546 2121 ext 2519. (11740)
Royal Borough of KINGSTON upon Thames
An equal opportunities employer

**HERTFORDSHIRE**
ST. MARY'S HIGH SCHOOL (CHURCH OF ENGLAND)
Churchgate, Cheshunt, Herts. EN8 9ED
All Ability School. 860 pupils (Boys and Girls 11-18) with 100 in the Sixth Form
Required from Spring half-term (from 2nd March, 1987) to cover maternity leave until the end fo the Summer Term - TEACHER OF FRENCH (Scale 1 plus London Fringe Allowance).
French is tauhgt to all examination levels, and the school has flourishing exchange links. German is also well established.
Please contact the Headmaster as soon as possible (Waltham Cross (0992) 29124) or write to the School giving details of experience and names and addresses of two referees. (36246) 133622

**ISLE OF MAN**
BOARD OF EDUCATION
CASTLE RUSHEN HIGH SCHOOL
(Mixed Comprehensive - 852 on roll)
TEACHER OF FRENCH - Scale 1
Required for May, 1987, to join a Modern Languages department of four.
Application forms and further details from the Headmaster, Castle Rushen High School, Castletown, Isle of Man (0624 822588) to whom completed forms should be returned by 31st January, 1987. (37343) 133622

**KENT**
COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH WEST KENT AREA
DARTFORD WEST SECONDARY SCHOOL FOR GIRLS
Heath Lane, Dartford, Kent DA1 2LY
Required as soon as possible a full time permanent member of staff to teach French throughout the school.
GCSE and Kent Graded test courses in existence.
Fringe allowance available.
Apply to the Headmistress with full c.v., enclosing names and addresses of two referees.
Closing date: 23 January 1987.
Possibility of help with temporary housing in approved cases.

DOWNS SCHOOL
Green Street Green Road, Dartford, Kent DA1 1QB
Roll: 1350 (Mixed) 11-18 Wide Ability
Required as soon as possible, Graduate teacher of English. Courses up to GCE 'O' and 'A' level. Ability to offer French as a Modern Language advantageous. PGCE student considered. Fringe Allowance.
Pleasant site on outskirts of Dartford with easy access to London and Kent coast and countryside.
Applications to the Headmaster with full c.v., s.a.e. and names of two referees.
Possibility of help with temporary housing in approved cases.

SOUTH KENT AREA
THE FOLKSTONE SCHOOL FOR GIRLS
Coolinge Lane, Folkestone
Maintained Selective - age range 11-18. Number on roll - 834
Required for the beginning of March 1987, a part time teacher, approximately half timetable, to teach French and German to junior forms. A well qualified and experienced graduate is preferred.
Applications in the first instance by letter to the Headmistress at the school enclosing curriculum vitae and names of two referees. (37429) 133622

**SINGAPORE**
UWCSEA
TEACHER OF FRENCH AND/OR GERMAN
For further details see our display advert on Page 73. (37647) 133622

## Music

## Heads of Department

**BARNET**
LONDON BOROUGH
ST. MARY'S C.E. SCHOOL
Downage, Hendon, London NW4 1AB
Tel: 01-203 2827
V.A. Mixed Comprehensive Roll 900+ and increasing Sixth Form 95
Required Easter, 1987, HEAD OF DEPARTMENT OF MUSIC SCALE 3. An experienced and energetic teacher is sought who will continue to foster the choral and instrumental traditions of the school with the assistance of a full-time colleague and peripatetic instrumental teaching team. Music is also studied academically to all levels and the school regularly encourages 'A' Level candidates to participate in Barnets' Centralised 'A' level teaching arrangements.
Removal expenses and separation allowances available.
Application forms from Head Teacher. S.A.E.
Director of Educational Services. (37419) [illegible]

**EALING**
LONDON BOROUGH EDUCATION SERVICE
TWYFORD CHURCH OF ENGLAND HIGH SCHOOL
Twyford Crescent, Acton, London W3 9PP
A HEAD OF MUSIC
(Scale 3)
is required for this expanding co-educational (12-18) voluntary aided comprehensive school. The department enjoys a well-equipped new music suite and the subject plays a leading role in both the cultural and academic life of the school.
Applicants should be in sympathy with the aims of a Church of England School.
London Weighting £1,110 p.a.
Application form and further details obtainable from the Headmaster (S.A.E.) at the school.
Closing date: January 23rd. (36159) 133818

**KENT**
COUNTY COUNCIL
EDUCATION DEPARTMENT
SOUTH KENT AREA
THE NORTH SCHOOL FOR GIRLS
Essella Road, Ashford
Roll: 800
Head of Department, Scale 2 plus additional Scale point available
A committed teacher, dedicated to encouraging music-making by all children, is sought. The additional point is available for taking charge of Creative and Performing Arts, presently in Year 3.
Further details and application forms from the Head Teacher to whom supporting letters should be sent by January 21st, 1987. (37431) 133818

**LIVERPOOL**

HEAD OF MUSIC
Scale 3

UNIVERSITY COMMUNITY COMPREHENSIVE SCHOOL (MIXED)
Mount Vernon Road, Liverpool L7 3EA
Required for the summer term 1987. A well qualified, experienced and enthusiastic teacher is required to fill this important and challenging post in the Faculty of Creative Arts and Design Technology. The Department's resources include a steelband and a complete keyboard laboratory with two-way headphones.
Application forms obtainable from (send SAE) and returnable to the Head Teacher. Please quote ref. no. P & M 288(b). Closing date: 19th January 1987.
Liverpool City Council is an Equal Opportunity Employer and welcomes applications irrespective of race, sex, marital status or disability. (37169) 133818

## Scale 2 Posts and above

**BUCKINGHAMSHIRE**
COUNTY COUNCIL
Equal Opportunity Employer
AYLESBURY MUSIC CENTRE
C/O ELMHURST COUNTY FIRST SCHOOL
Dunsham Lane, Aylesbury HP20 2DB
Head of Music Centre: A. Freeth
Scale: 2
Required for April 27th 1987, or as soon as possible, Full-time peripatetic Cello Teacher to work with small groups of children in Aylesbury Schools.
Applicants must have a high personal standard of performance and Saturday morning work is an essential requirement. Scale 2 post for suitably qualified applicant.
The person appointed must be able to drive and a car allowance is available.
Application form from, and to be returned to, Mr. A. Freeth, Head Aylesbury Music Centre at the above address.
Completed applications to be returned by 6th February 1987. (37609) 133820

**HAVERING**
LONDON BOROUGH OF HAVERING
BEDFORDS PARK SCHOOL
Appleby Drive, Romford RM3 7RJ
Tel: Ingrebourne 71331
(Roll 746 Mixed)
Headteacher: R.J. Bracken, B.A.
Required for Summer Term 1987, for one term only in the first instance, temporary teacher of Music up to and including Fourth Year GCSE Group. Scale 2 available for suitable applicant.
Letter of application enclosing full curriculum vitae and the names of two referees should be sent to the Headteacher as soon as possible. (37569) 133820

**KENT**
COUNTY COUNCIL
EDUCATION DEPARTMENT
SOUTH KENT AREA
THE NORTH SCHOOL FOR GIRLS
Essella Road, Ashford
Roll: 800
Head of Department, Scale 2 plus additional Scale point available
A committed teacher, dedicated to encouraging music-making by all children, is sought. The additional point is available for taking charge of Creative and Performing Arts, presently in Year 3.
Further details and application forms from the Head Teacher to whom supporting letters should be sent by January 21st, 1987. (37430) 133820

**LINCOLNSHIRE**
BRANSTON SCHOOL AND COMMUNITY COLLEGE
Station Road, Branston, Lincoln LN4 1LH
Group 12, Roll 1260
Required for Easter or September appointment, teacher of Music (Scale 3) to take full charge of Music within the School and Community College, up to Scale 3 available for right candidate.
SAE to the Principal for further details and application forms.
Closing date 23rd January 1987. T241. (45883) 133820

**SURREY**
EDUCATION COMMITTEE
MAGNA CARTA SCHOOL
Thorpe Road, Staines, Middlesex TW18 3HJ
(12-16 mixed comprehensive NOR 784)
Required for April 1987 an energetic and enthusiastic teacher of MUSIC. The school has a strong tradition of music and is a music centre annexe. A Scale 2 post would be available for a suitable candidate.
Re-advertisement - previous applicants need not re-apply.
Application forms and further details from the Headteacher (SAE please). (37912) 133820

## Scale 1 Posts

**HERTFORDSHIRE**
SCHOOLS IN ST. ALBANS AND DACORUM DIVISIONS OF HERTFORDSHIRE
Full-time peripatetic violin teacher required to work in both primary and secondary schools mostly in the St. Albans Division, but for some hours also in Dacorum. String teaching is well established in the area and an enthusiastic successor is sought. Groups and individual pupils. Job sharing is a possibility and candidates seeking part-time employment are encouraged to apply. Music centre teaching and orchestral coaching are optional hourly paid extras which could attach to the job. Burnham Scale 1 for qualified teachers or Instructor Rate.
Please write as soon as possible with brief account of qualifications and experience and naming two referees to Keith Biggin, Advisory Teacher for Music, The Music School, Townsend Drive, St. Albans. (36248) 133822

**SALFORD**
CITY OF SALFORD
EDUCATION DEPARTMENT
BROUGHTON HIGH SCHOOL
Camp Street, Salford M7 9LY
(Tel: 061 792 1368)
(11-16 Mixed Comprehensive - 450 on Roll)
TEACHER OF MUSIC
Scale 1
Required as soon as possible. The successful applicant will be required to teach music throughout the school up to GCSE level and to undertake responsibility for the school band.
Letters of application including the names and addresses of two referees should be forwarded to the Head Teacher as soon as possible. (37714) 133822

**SOMERSET**
COUNTY COUNCIL
DEVELOPMENT PLAN FOR MUSIC IN SOMERSET
APPOINTMENT OF MUSIC TEACHER (INSTRUMENTS)
For further details please see the composite advertisement on Page 51. (37521) 133822

**SUFFOLK**
COUNTY COUNCIL

SOUTHERN AREA

Required from the Summer Term 1987 a full-time peripatetic TEACHER OF CELLO with a small amount of Double Bass teaching, to work in the Southern Area of the County. A Scale 2 appointment is available for a suitably qualified teacher.
Application forms and further details are available from the Senior Instrument Tutor, County Music School, Bolton Lane, Ipswich IP4 2BT, s.a.e. please. (37443) 133822

**WALSALL**
METROPOLITAN BOROUGH COUNCIL
TEACHER OF MUSIC
SCALE 1
Required Easter, 1987, a suitably qualified teacher of music.
Application forms and further details available on receipt of an S.A.E. from the Headteacher, Sneyd School, Vernon Way, off Sneyd Lane, Bloxwich, Walsall, West Midlands.
Closing date: 23rd January, 1987.
Walsall is an Equal Opportunity Employer. (37140) 133822

## Pastoral

## Heads of Department

**ESSEX**
CHALVEDON SCHOOL
Wickford Avenue, Pitsea, Basildon
Tel: Basildon 552536
(Roll 1450)
PASTORAL, HEAD OF DEPARTMENT, Scale 3
Required April, Third Year Tutor to join strongly committed pastoral team. Maths or Chemistry specialism an added recommendation.
Apply by letter to Headteacher with curriculum vitae and names of two referees within two weeks (foolscap s.a.e. please). (37244) 1340[illegible]

## Scale 2 Posts and above

**ESSEX**
THE BOSWELLS SCHOOL
Burnham Road, Chelmsford CM1 5LY
Tel: Chelmsford 264451
(Roll 1343)
HEAD OF YEAR, Scale 4
Required April or September 1987, graduate to become Head of Third Year in cyclic system. Well established pastoral system and tutorial teaching programme. Vacancy due to promotion.
Further details from and letters of application to Headteacher at the school with names of two referees (foolscap s.a.e. please). (37245) 1340[illegible]

## Physical Education

## Heads of Department

**ISLE OF WIGHT**
COWES HIGH SCHOOL
Crossfield Avenue, Cowes, PO31 8HB
Age range 13-18 years
1034 on roll Group 11
Required for September 1987 if possible, HEAD OF PHYSICAL EDUCATION (Scale [illegible]). Well motivated teachers are invited to apply for the post of this co-educational comprehensive school which has good facilities and a committed staff. The vacancy results from the translation of the post-holder to Special Education after secondment.
Further details and application forms from the Headteacher at the school, to whom completed forms should be returned by 23 January, 1987 (SAE please). (37536) 1342[illegible]

**RICHMOND UPON THAMES**
LONDON BOROUGH OF RICHMOND UPON THAMES
(An equal opportunity employer)

CHRIST'S SCHOOL
Queen's Road, Richmond, Surrey TW10 6HW
(An 11-16 mixed comprehensive, voluntary aided joint Anglican-Roman Catholic School)

HEAD OF GIRLS' P.E. (SCALE 2 PLUS OUTER LONDON ALLOWANCE)
Required for April 1987 or as soon as possible, a well-qualified and enthusiastic teacher of Girls' P.E. An interest in dance would be an advantage. Preference may be given to practising Anglicans/Roman Catholics.
Forms and further details (foolscap s.a.e.) may be obtained from the Director of Education, Regal House, London Road, Twickenham TW1 3QB, to be returned to the Headteacher, Miss S.C. Shaw, M.A., at the school by 22nd January 1987. (37503) 1342[illegible]

## Scale 2 Posts and above

**HALIFAX**
CALDERDALE METROPOLITAN BOROUGH COUNCIL
HIPPERHOLME & LIGHTCLIFFE HIGH SCHOOL
Stoney Lane, Lightcliffe, Halifax HX3 8TL
Ref: EDS/3114
Required from March to September 1987 a temporary teacher to be responsible for GIRLS' PHYSICAL EDUCATION (Scale 2).
Application forms must be obtained from the Head Teacher (large s.a.e. please) to whom completed forms should be returned, quoting post reference number, by 21st January, 1987.
The Council is committed to being an equal opportunities employer and service provider. Applications are invited from all sections of the community, women and men irrespective of Ethnic origin, age, disability, sexual orientation or marital status who have the necessary attributes for the post. (37736)



## SECONDARY PHYSICAL EDUCATION
continued

**LEICESTERSHIRE**
COUNTY COUNCIL
An Equal Opportunity Employer
GROBY COMMUNITY COLLEGE
Ratby Road, Groby, Leicester LE6 0FP
NOR 816
HEAD OF P.E. AND PERFORMING ARTS (PREPA)
Required April or sooner if possible, an experienced teacher to lead this recently formed faculty which forms part of the 14-19 core curriculum, offers individual subjects at GCSE and 'A' level and includes considerable community responsibility. The post is a particuarly exacting one as a number of innovations have taken place including the use of Profiling, a modular approach and the forging of links between P.E., Drama, Music, Dance and leisure activities. Further developments are being considered which will extend and enhance existing provision for students.
Please contact the Headteacher for further details and application forms (SAE). (37638) 134220

**LEICESTERSHIRE**
COUNTY COUNCIL
An Equal Opportunity Employer
BEAUMONT LEYS SCHOOL
Anstey Lane, Leicester LE4 0FL
(11-18)
NOR 999
BOYS PHYSICAL EDUCATION Scale 2
Required for 1st January a temporary teacher, scale 1 or 2, according to qualifications.
Please contact the Headteacher for further details and application form (SAE). (37637) 134220

## Scale 1 Posts

**BROMLEY**
HAYES SCHOOL
West Common Road, Hayes, Bromley, Kent BR2 7DB
Tel: 01-462 2767
For April, 1987, a teacher of Girls' Physical Education and Games at this six form entry co-educational 11-19 years school.
Scale 1 plus £726 Londong Weighting.
It is hoped to recruit an able and enthusiastic teacher who will be interested in assisting with a wide range of Physical Education activities. The school enjoys good facilities which include a Sports Hall, Gymnasium and extensive playing fields with tennis and squash courts.
Application forms and further particulars may be obtained from Dr. J.S. Leeming (please telephone), to whom completed forms should be returned by 20th January, 1987. (37706) 134222

**CROYDON**
LONDON BOROUGH OF CROYDON

EDUCATION COMMITTEE

ST. MARY'S R.C. (M)
Woburn Road, Croydon CR0 2AB

Tel: 01-686 3837/9

Tenable: 1st January 1987

Required for 1st January 1987 a teacher of Physical Education and/or Religous Education for this mixed 11-16 Catholic school of 870 pupils. Part-time will be considered.

Salary Scale 1.

Please apply to the Head Master for application forms and and further details.

Closing date 2nd January 1987. (37905) 134222

**HAMPSHIRE**
BAY HOUSE SCHOOL
Gomer Lane, Alverstoke, Gosport, Hants. PO12 2QF
11-18 mixed Comprehensive - 1690 on roll
Required as soon as possible or Easter 1987 - Scale 1 teacher of PHYSICAL EDUCATION (boys'). Ability to teach some History would be an advantage.
Applications in writing with full curriculum vitae, names/addresses of two educational referees to Headmaster - s.a.e. please - closing date 19th January 1987.
The County Council pursues a policy of equality of opportunity.
Applications are particularly welcome from people with disabilities. (37206) 134222

**HAVERING**
LONDON BOROUGH OF HAVERING
BEDFORDS PARK SCHOOL
Appleby Drive, Romford RM3 7RJ
Tel: Ingrebourne 71331
(Roll 746 Mixed)
Headteacher: R.J. Bracken, B.A.
Required for Summer Term 1987, for one term only, in the first instance, teacher, Scale 1, of Girls' P.E. and Games.
Letters of application enclosing full curriculum vitae and the names of two referees should be sent to the Headteacher as soon as possible. (37566) 134222

**HERTFORDSHIRE**
THE CAVENDISH SCHOOL
Hemel Hempstead
(Co-educational : 950 pupils aged 11-18: 160 in the Sixth Form)
Required for September 1987 (or earlier if possible) teacher of Boys' Physical Education (Scale 1). The School has first class facilities including indoor pool and enjoys an excellent reputation for P.E. and a wide range of sport.
Additional allowance of £282 p.a.
Letters of application to the Headmaster as soon as possible with the names of two referees (plus s.a.e. please). (37162) 134222

**LEICESTERSHIRE**
COUNTY COUNCIL
An Equal Opportunity Employer
BEAUMONT LEYS SCHOOL
Anstey Lane, Leicester LE4 0FL
NOR: 999
GIRLS PE SCALE 1
Required for 13th January to cover for maternity leave.
Please contact the Headteacher for further details and application forms (SAE). (37656) 134222

**OXFORDSHIRE**
COUNTY COUNCIL
CHILTERN EDGE SCHOOL
Reades Lane, Sonning Common, Reading RG4 9LN
11 - 16 Comprehensive, 1020 on roll
Required for March 2nd, 1987 to August 31st, 1987 a temporary full time teacher for Girls P.E. A special interest in netball and a willingness to participate in extra curricular activities would be an advantage.
Application forms & further details available from the Acting Headteacher. SAE please.
An equal opportunity employer. (37548) 134222

**SUFFOLK**
COUNTY COUNCIL
LEISTON HIGH SCHOOL
Seaward Avenue, Leiston IP16 4BG
13-18: 589 Pupils
Required as soon as possible, a Scale 1 temporary teacher of Girls' Physical Education.
Apply immediately to the Headteacher, Tel: Leiston 830570. (37165) 134222

## Religious Education

## Heads of Department

**BROMLEY**
COOPERS SCHOOL
Chislehurst, Kent
For January or as soon as possible. Head of Technology (Scale 3).
(For details see under 'Secondary - C.D.T. - Heads of Departments). (37572) 134418

**ESSEX**
DAVENANT FOUNDATION SCHOOL
Chester Road, Loughton, Essex IG10 2LD
(5 f.e. Voluntary Aided, co-education comprehensive, 180 in Sixth Form)
HEAD OF RELIGIOUS EDUCATION (Scale 3 Plus London Fringe Allowance)
Required for April 1987 a well qualified and experienced person to act as Head of Religious Education in this non-denominational Christian School.
Application forms and further details are available from the Headmaster at the School. (36136) 134418

**ESSEX**
WEST HATCH HIGH SCHOOL
High Road, Chigwell IG7 5BT
Tel: 01-504 8216
(Roll: 1100)
HEAD OF RELIGIOUS EDUCATION, Scale 3
(London Fringe Allowance)
New post required for Easter or September, 1987, combining leadership of R.E. department with responsibility for first year Integrated Humanities course.
Apply by letter at once/phone for details (foolscap s.a.e. please). (45889) 134418

**LIVERPOOL**

HEAD OF MULTI-FAITH AND MULTI-CULTURAL EDUCATION

Scale 3

UNIVERSITY OF COMMUNITY COMPREHENSIVE SCHOOL (MIXED)
Mount Vernon Road, Liverpool L7 3EA

Required for the summer term 1987. The successful applicant will be required to develop a dynamic department with responsibility for Multi-Faith and Multi-Cultural Education in the curriculum.

Application forms obtainable from (send SAE) and returnable to the Head Teacher. Please quote ref. no. P & M 155(b). Closing date: 19th January 1987.

Liverpool City Council is an Equal Opportunity Employer and welcomes applications irrespective of race, sex, marital status or disability. (37170) 134418

**SUFFOLK**
COUNTY COUNCIL

EAST BERGHOLT HIGH SCHOOL
East Bergholt, Colchester CO7 6RJ

11-16 Mixed Comprehensive, Roll 850

Required April 1987 HEAD OF RELIGIOUS EDUCATION Scale 2 to co-ordinate and develop courses in Religious Education in this rural school. The person appointed will be expected to build upon existing link with the Personal and Social Education Programme.

Application forms and further details obtainable from the Head at the school, s.a.e. please, closing date for application 23rd January 1987. (37766) 134418

## Scale 2 Posts and above

**BROMLEY**
ST. JOHN RIGBY R.C. COMPREHENSIVE SCHOOL
Layhams Road, West Wickham, Kent BR4 9HH
Tel: 01-777 8383
For April 1987 a dedicated and energetic teacher of R.E. at this Group II mixed Catholic Comprehensive (11-18 years) Scale 2.
You will take on specific responsibilities and must relate well to young enquiring minds.
Application forms and further details available from the Head Teacher at the school (large S.A.E. please) to whom completed forms should be returned by 20th January, 1987. (46249) 134420

**SOLIHULL**
EDUCATION COMMITTEE
SMITH'S WOOD SCHOOL
Windward Way, Chelmsley Wood, Birmingham B36 0UE
Tel: 021-770 6811
Required from Easter 1987 in this 11-16 all-ability school a teacher of Religious Education, Scale 2, to take charge of the subject.
Religious Education is taught throughout the school, being an examination subject in years 4 and 5.
Apply by letter (with c.v. and s.a.e.) to the Headteacher, from whom further details are available. (45897) 134420

## Scale 1 Posts

**CROYDON**
SCALE 1 POSTS - ST. MARY'S R.C.
See Physical Education. (37904) 134422

**ROTHERHAM**
METROPOLITAN COUNCIL

Rotherham is an equal opportunities employer

BRINSWORTH COMPREHENSIVE SCHOOL

11-18 Mixed. Approx. 1535 on roll. Approx. 93 in 6th form

Required as soon as possible.

TEMPORARY ASSISTANT TEACHER

Salary: Scale 1.
Temporary Teacher for Religious Education for two terms in the first instance to teach across the age range to GCSE/O level. The course is boadly based emphasising reglious perspectives.

Closing date: as soon as possible.

Curriculum vitae and details of two persons for reference to the Head Teacher of the School, Brinsworth Road, Brinsworth, Rotherham S60 5EJ. (Tel: Rotherham 382025) as soon as possible.

G. Crane, Director of Personnel Resources. (36231) 134422

## Science

## Heads of Department

**BEXLEY**
LONDON BOROUGH
RIVERSIDE SCHOOL
Yarnton Way, Erith, Kent DA18 4DW
Tel: 01-310 0111
Group 10 Mixed. Roll: 900
Head of Chemistry, Scale 2/3, required for Summer Term. Enthusiastic teacher of Chemistry to continue the work of an established successful department with 9 Science Laboratories. Strong pastoral system.
Telephone school for further details and application form. (37756) 134818

**DUBAI**
THE RASHID SCHOOL FOR BOYS
Substantial Tax free salaries.
See Overseas. (37382) 134818

**ESSEX**
BRAMSTON SCHOOL
Spinks Lane, Witham CM8 1EP
Tel: (0376) 512911
(Roll 1300; mixed 11-18 comp, TVEI)
HEAD OF SCIENCE, Scale 4
Required for Easter, if possible. Large, well equipped department of 6 specialist teachers, with excellent technician help. Applicants should be able to teach Physics or Chemistry to 'A' level and be aware of current developments in integrated courses.
Phone or write for details. Applications by form or c.v. and letter to the Headteacher by Friday 23rd January, 1987 (foolscap s.a.e. please). (45891) 134818

**KENT**
COUNTY COUNCIL
EDUCATION DEPARTMENT
EAST KENT AREA
ST. ANSELM'S CATHOLIC COMPREHENSIVE SCHOOL
Old Dover Road, Canterbury CT1 3EN
5 Form-entry, 11-19 co-ed., N.O.R. 805
Head of Physical Sciences (Scale 3) is required for April, 1987. A well qualified and experienced graduate is sought to share in the management of a well-developed enthusiastic department with modern laboratories offering G.C.S.E. and 'A' level courses.
The School is part of the T.V.E.I. scheme and a suitable applicant would have the opportunity to teach electronics within the scheme.
Application form and further details available from the Headmaster. (37432) 134818

**LINCOLNSHIRE**
ST HUGH'S COMPREHENSIVE SCHOOL
The Avenue, Dysart Road, Grantham NG31 7PX
(Group 9 - Roll 588)
Required for May 1987 or possibly September, experienced teacher as Head of Science offering qualification in Physics. Scale 3. (T220).
Required for January 1987, temporary for one term.
Head of Physics. Scale 2. SAE to Head for form and details. Closing date 23rd January 1987 (T220). (45908) 134818

**SURREY**
EDUCATION COMMITTEE
HINCHLEY WOOD SCHOOL
Claygate Lane, Hinchley Wood, Esher, Surrey
12-16 Mixed Comp. 730 on roll
Required from approx. 2 March 1987 a temporary teacher to act as Scale 3 Head of Chemistry, to cover a period of maternity leave.
Application forms and further details from the Headteacher, Tel: 01-398 7161. (37555) 134818

## Scale 2 Posts and above

**BEXLEY**
LONDON BOROUGH
HOWBURY GRANGE TECHNICAL SCHOOL
Slade Green Road, Erith, Kent DA8 2HX
Tel: 0322 347831
Required from 27th April 1987 a teacher of Science Scale 2 to be second in the Science Department. The work combines examination class teaching with general Science in the Lower School. The candidate should be able to offer Chemistry to GCSE level.
Further details available from Head Teacher. Closing date for applications is 30th January 1987. (37757) 134820

**CAMBRIDGESHIRE**
(EQUAL OPPORTUNITY EMPLOYER)
NORTHERN AREA
REQUIRED FOR APRIL, 1987 OR SOONER IF POSSIBLE:-
Permanent Unattached Teacher for Science based at Peterborough - Scale 2/3 according to experience.
The person appointed will be expected to teach in Secondary Schools in the Northern Area (Peterborough and Fenland) for periods of time which will normally be determined by the needs of the school.
Applicants should possess suitable transport. A mileage allowance at County rates will be paid from the Area Education Office to the place of work.
This post is seen by the Authority as giving forward looking, energetic and self-directed teachers of Science an opportunity to gain a breadth of experience in preparation for a position of Head of Department or Advisory Teacher. It is essential that the successful applicant is committed to the principles of 'balanced Science for all' and has experience of teaching at least one, but preferably two Science subjects.
Possible housing assistance.
Further details and an application form available from the Senior Area Education Officer, Northern Area Education Office, Touthill Close, City Road, Peterborough PE1 1JU (s.a.e.) and should be returned by 23rd January, 1987. (46540) 134820

**ENFIELD**
LONDON BOROUGH OF ENFIELD
EDMONTON SCHOOL
Great Cambridge Road, Enfield, Middx. EN1 1HQ
Tel: 01-360 3158
Mixed Comprehensive. 1300 on Roll
Required Easter 1987, teacher of PHYSICS for this comprehensive school close to Green Belt, to join a flourishing and forward-looking department with a tradition of success at 'A' level and university entrance. Scale 2 available for suitable candidate. Applicants should state any special interests.
London Allowance, £726 - Consideration given to assistance with removal, relocation costs, temporary housing and two homes allowance.
Application forms together with further details (large SAE) obtainable from the Headmaster to whom they should be returned as soon as possible.
An equal opportunity employer. (37384) 134820

**ESSEX**
CHELMER VALLEY HIGH SCHOOL
Court Road, Broomfield CM1 5ER
Tel: 0245 440232
(Roll 995 inc. 102 in VIth Form)
TEACHER OF SCIENCE, Scale 2
Required January/Easter, 1987, to take responsibility for development of Biology within an active and forward looking department and school. Interest in cross curricular links essential.
Full letter of application and names of two referees to the Headteacher no later than two weeks after the appearance of this advertisement (foolscap s.a.e. please).

LOUGHTON COUNTY HIGH SCHOOL
Alderton Hill, Loughton IG10 3JA
Tel: 01-508 1173
(Roll 724)
TEACHER OF PHYSICS, Scale 2
Required April, lively/enthusiastic teacher. Opportunity for 'A' level work.
Apply to Headteacher for details and application forms (foolscap s.a.e. please).

MAYFLOWER SCHOOL
Stock Road, Billericay CM12 0RT
Tel: Billericay 3171
(Roll 1540 inc. 180 in Sixth Form)
PHYSICS SCALE 1
Mixed 11-18 Comp. School on one site with modern buildings and attractive environment. Graduate required to teach to GCSE and 'A' level. Strong department with excellent facilities and results. Over 40 students studying Physics to 'A' level. A scale post could be made available.
Application form and further details from Headteacher (foolscap s.a.e. please). (37802) 134820

**HERTFORDSHIRE**
SIMON BALLE SCHOOL
Mangrove Road, Hertford
Tel: Hertford 581337
Required as soon as possible for two terms a temporary teacher of Chemistry and Physical Science for this mixed, all ability, 11-18 school to cover a two term leave of absence. Teaching will cover the whole age and ability range up to A level. A scale 2 or 3 will be available according to experience.
Please contact the Headmaster immediately by letter or telephone. (36245) 134820

**ISLE OF WIGHT**
EDUCATION SERVICE
Please see display advertisement under Secondary, other than by subject, Scale 3. (37540) 134820

**LINCOLNSHIRE**
DEEPINGS COUNTY SCHOOL
Park Road, Deeping St. James, Peterborough PE6 8NF
Group 11 - Roll 1050
Required from September teacher of Chemistry from Year 3 to A level and to assume responsibility for direction of Combined Science course for Years 1 & 2, at this developing comprehensive school.
Scale 2.
SAE to Head for form and details (0778 342159). Closing date 20 January 1987. (T232). (45907) 134820

**MERTON**
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
MERTON IS AN EQUAL OPPORTUNITIES EMPLOYER
All applications will be considered on their merits
EASTFIELD HIGH SCHOOL
Acacia Road, Mitcham, Surrey CR4 1SF
Tel: 01-648 6627
Head Teacher: Mr. M.G. Dunman
Age Range: 13 - 18 Years
No. on Roll: 256
SCIENCE Teacher needed as soon as possible. Scale 2 or 3 post for suitable applicant. The post is for modular integrated Science and Biology to 'O' Level/G.C.S.E. Applicants with ability and commitment to teach across the full ability range and to extend a small group modular Science programme, are required.
CLOSING DATE : 23rd January, 1987.
Application forms and further particulars of the post are available from the Head Teacher at the above address. Please enclose a stamped addressed envelope. (37558) 134820

**CORNWALL EDUCATION COMMITTEE**
There is a Removal Expenses Scheme for teachers taking up permanent appointments from outside the County.

**SECONDARY SCHOOLS**
**Launceston College,**
Dunheved Road, Launceston, Cornwall PL15 9JN.
Group 11. NOR 1135. Sixth Form of 115.
Home Economics: Scale 1
A Home Economics teacher is required at Easter 1987 to join a team of five teachers, all of whom have skills in Food and Nutrition, Fabric and Dress Crafts, and Home and Family. There is ample opportunity for individual development in this very active department.
Application forms/further details available from the Headteacher at the school, on receipt of SAE.

**PRIMARY SCHOOLS**
**Callington C.P. School,**
Saltash Road, Callington, Cornwall PL17 7EF.
Scale 1
An enthusiastic class teacher required from April 1987, who must be willing to be involved in curriculum development and to be responsible for boys games. The school does place a lot of emphasis on extra curricular activities.
Application forms from the District Clerk, District Education Office, Graylands, Dean Street, Liskeard, PL14 4AZ, on receipt of SAE.
Closing Date 6th February, 1987.

**King Charles C of E Junior and Infant School,**
Western Terrace, Falmouth TR11 4EP.
Group 5, Scale 2
Teacher for juniors to take responsibility for the development of music throughout the school; a good team member, possibly a specialist with flair is sought.
Application form/further details available from the Headteacher at the school, on receipt of SAE.

**PRIMARY HEADSHIP**
**Newquay Junior School,**
Edgcumbe Avenue, Newquay, Cornwall TR7 2NL.
Group 6. Available from 1st September, 1987.
Closing Date 6th February, 1987.
This is a re-advertisement. Previous applicants who are still interested in this post should re-apply.
Application forms and further details are available on receipt of SAE (Foolscap) from the Secretary for Education (Schools Section), County Hall, Truro, Cornwall TR1 3BA.

CORNWALL COUNTY COUNCIL

## SECONDARY SCIENCE
continued

### Scale 1 Posts

**BEDFORDSHIRE**
COUNTY COUNCIL
SOUTHERN AREA
EDUCATION OFFICE
Physics Scale 1
Required for September 1987, for this modern and exceptionally well equipped Upper School, a teacher to join a team of four physicists. Ability to teach 'A' level essential. Special interests in the teaching of Physics to girls would be welcomed. Scale 1.
How to apply: Application Forms available from and returnable to the Headmaster. S.A.E. please.
Based at Vandyke Upper School & Community College, Vandyke Road, Leighton Buzzard, Beds. Tel: 376838.
Bedfordshire is an Equal Opportunities Employer.
(37357) 134822

**BROMLEY**
BULLERS WOOD SCHOOL FOR GIRLS
St. Nicholas Lane, Logs Hill, Chislehurst, Kent BR7 5LJ
Tel: 01-467 2280
For September, 1987 a Scale 1 Science Teacher to join an enthusiastic team in the Faculty of Science and Technology. All pupils study six lessons of Science and Technology in years one to three and two Sciences are an obligatory part of the curriculum in years four and five. This solid foundation makes 'A' level courses a popular choice in the Sixth Form. (160 in Sixth Form, 970 on roll).
The department is housed in seven well equipped laboratories with a suite of technology rooms adjacent to them.
A graduate Physicist or Chemist would be preferred.
Details/application forms from and returnable to the Head Teacher (large sae please) by 20th January, 1987.
(46257) 134822

**BROMLEY**
HAYES SCHOOL
West Common Road, Hayes, Bromley, Kent BR2 7DB
Tel: 01-462 2767
For April, 1987, Graduate MASTER/MISTRESS to teach CHEMISTRY at this six-form entry Co-educational 11-19 years school. Scale 1 or 2 plus £726 London Weighting. It is hoped to recruit an able and enthusiastic teacher who will be interested in examination work and enjoys working in a disciplined and responsive environment. For a candidate willing to assist as Deputy Head of Careers a graded post will be available. The school has a large sixth form of 212 students and easily fills all ability levels of a balanced intake.
Application Forms and further particulars may be obtained from Dr. J.S. Leeming, to whom completed forms should be returned by 20th January, 1987.
(37705) 134822

**BUCKINGHAMSHIRE**
MILTON KEYNES AREA
Equal Opportunity Employer
RADCLIFFE SCHOOL
Aylesbury Street West, Wolverton, Milton Keynes MK12 5BT
(Mixed comprehensive - approximately 1670 on roll)
Required immediately, a teacher to join a team of four for all levels of Biology and some General Science. Scale 1.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Applications by letter to the Headteacher, D. Gilling, M.A., Les.L., giving full curriculum vitae and the names and addresses of two referees. (37618) 134822

**BURY**
An Equal Opportunity Employer
EDUCATION DEPARTMENT
PHYSICS TEACHERS (SCALE 1)
Required for 1st September, 1987. Applications are invited from newly qualified and experienced teachers of Physics for a number of vacancies in the Authority's High Schools.
Application forms and further details obtainable from and returnable to the Director of Education, Education Offices, Athenaeum House, Market Street, Bury BL9 0BN by Friday, 23rd January, 1987.
(37120) 134822

**CAMBRIDGESHIRE**
HILLS ROAD SIXTH FORM COLLEGE
Graduate to teach Physics - see advertiment under Sixth Form College. (46244) 134822

**DORSET**
THE WEY VALLEY SCHOOL
Dorchester Road, Weymouth DT3 5AN
1070 on Roll
(11-16 Co-educational Comprehensive)
Required for April a well qualified and enthusiastic teacher of Physics in this developing Comprehensive School. Scale 1.
Further details and forms of applications available from the Headmaster (s.a.e. please). (45855) 134822

**DORSET**
HARDYE'S SCHOOL
Dorchester DT1 2DB
(13-18 Boys' Voluntary Aided. 700 on roll. 130 in Sixth Form)
Required from March 1987, Teacher of Science (Scale 1). This is a temporary post for one and a half terms for a Scientist to teach Physics and Chemistry to 'O' level. Some 'A' level teaching in Chemistry could be made available for a suitably qualified candidate.
Letters of application with the names of two referees should be sent to the Headmaster as soon as possible. Further details available (SAE please). (45927) 134822

**ENFIELD**
LONDON BOROUGH OF ENFIELD
EDMONTON SCHOOL
Great Cambridge Road, Enfield, Middlesex EN1 1HQ
Tel: 01-360 3158
Mixed Comprehensive. 1300 on Roll
Required Easter 1987, teacher of Physics. Scale 2 available.
For further information see Science Scale 2 posts.
(37383) 134822

**ENFIELD**
LONDON BOROUGH OF ENFIELD
BROOMFIELD SCHOOL
Wilmer Way, Southgate, London N14
Mixed Comprehensive. Roll 1,400
Required as soon as possible, well-qualified and experienced teacher of PHYSICS to join a large department. A knowledge of, or interest in, Nuffield teaching up to 'A' level would be an asset, as would acquaintance with the VELA. A willingness to teach Integrated Science is also desirable. The department is well-resourced and the school has excellent facilities.
London Allowance, £726 - Consideration given to assistance with removal, relocation costs, temporary housing and two homes allowance.
Application forms and details (large SAE) obtainable from the Headmaster, to be returned as soon as possible.
An equal opportunity employer. (37391) 134822

**ESSEX**
BRAMSTON SCHOOL
Spinks Lane, Witham CM8 1EP
Tel: (0376) 512911
(Roll: 1300; 11-18 Mixed Comp., TVEI)
TEACHER OF SCIENCE, Scale 1 (Temporary)
Required for Spring Term. Lively, specialist, innovative department, good facilities. Timetable flexible, but ability to teach Physics to 16+ would be an advantage.
Phone or write for details (foolscap s.a.e. please).

THE EASTWOOD SCHOOL
Rayleigh Road, Leigh-on-Sea SS9 5UT
Tel: 0702 528539
(Roll: 1097)
SCIENCE TEACHER, Scale 1
Teacher with strong commitment to investigative methods in an integrated approach required Easter, or September, to teach Science throughout the school.
Apply to Headteacher enclosing C.V. and names of two referees (foolscap s.a.e. please). (37804) 134822

**HERTFORDSHIRE**
DAME ALICE OWEN'S SCHOOL
Dugdale Hill Lane, Potters Bar, Herts. EN6 2DU
Voluntary Aided. Founded 1613
Trustees: The Worshipful Company of Brewers
Number on Roll: 1060 (mixed) 160 Sixth Form
Urgently required immediately a qualified teacher of CHEMISTRY (Scale 1 plus London Fringe Allowance) to teach up to and including 'A' Level across the 11-18 age and ability range in strong Science department.
Excellent facilities on a Green Belt site within easy reach of Central London.
Applications in writing (full c.v. and names of two referees) to the Head Master - Mr D.M.W. Bolton, M.A. (Oxon) as soon as possible, from whom further details are available (foolscap s.a.e. please). (37664) 134822

**HOUNSLOW**
FELTHAM COMMUNITY SCHOOL
Browell's Lane, Feltham, Middlesex TW13 7EF
Tel: 01-890 0167
(Roll: 135 Sixth Form 125)
Head: Paul M. Grant., B.Sc., Dip.Ed.
Required for January 1987 for one term a Science Teacher (Scale 1) (full time or part time) to join a large successful department. The department has just moved into superb accommodation comprising ten laboratories, central preparation area and ancillary rooms. Courses are offered at G.C.S.E., C.P.V.E. and 'A' level. Plans are well ahead to develop the City and Guilds 365 work into the new 14-16 prevocational programme, and existing links are being developed with industry and with other departments. The school is a fully operational Community School and the Science Department plays a significant part in this.
Every member of staff contributes fully to the year group to which they are attached.
Letters of application (no forms) to the Head within seven days giving details of qualifications, experience and the names and addresses of two referees.
London Allowance £726 per annum.
We are an Equal Opportunity Employer. (37234) 134822

**KENT**
COUNTY COUNCIL
EDUCATION DEPARTMENT
EAST KENT AREA
THE HOLY CROSS R.C. SECONDARY SCHOOL
Ramsgate Road, Broadstairs, Kent CT10 1PJ
N.O.R.: 600 M.
Required for Easter, 1987 Teacher of Science (Scale 1). An interest in Insight to Science and Modular Science an advantage. Roman Catholic preferred.
Letters of application to the Headmaster giving the names of two referees.
(37433) 134822

**KINGSTON UPON THAMES**
ROYAL BOROUGH OF KINGSTON UPON THAMES
TIFFIN SCHOOL
Queen Elizabeth Road, Kingston upon Thames, Surrey KT2 6RL
(A Voluntary Controlled Grammar School of 850 Boys, 250 in the Sixth Form)
For SEPTEMBER, 1987 a well-qualified young graduate to teach BIOLOGY throughout the School, including a share of Sixth form work. A willingness and the ability to assist with coaching rowing, games (rugby and cricket), scouts or school societies will be welcome.
Scale 1 post. London Allowance £726.
Applications in writing immediately to the Headmaster at the School, together with full curriculum vitae and names of three referees. (36220) 134822

**KINGSTON UPON THAMES**
ROYAL BOROUGH OF KINGSTON UPON THAMES
TIFFIN SCHOOL
Queen Elizabeth Road, Kingston Upon Thames, Surrey KT2 6RL
(A Voluntary Controlled Grammar School of 850 Boys, 250 in the Sixth Form)
For SEPTEMBER, 1987 a well-qualified young graduate to teach Physics throughout the School, including a share of Sixth Form work to 'A' level. A willingness and the ability to assist with coaching rowing, games (rugby and cricket), scouts or school societies will be welcome.
Scale 1 post. London Allowance £726.
Applications in writing to the Headmaster of the School, together with full curriculum vitae and names of two referees. (36221) 134822


LONDON BOROUGH OF RICHMOND UPON THAMES
(An Equal Opportunity Employer)
TEDDINGTON SCHOOL
(11–16 Mixed Comprehensive – 1,040 on roll)
Broom Road, Teddington, Middlesex TW11 9PJ
Headmaster: J.R.W. Oliver, M.A.
*Required for January, 1987, a*
**Teacher of SCIENCE**
Scale 1 plus Outer London Allowance of £726 p.a., initially for the Spring Term only. Subsequently, the successful candidate could apply for the post of Head of Biology, Scale 2, which will be available from April, 1987.
The Science Department has 7 well-equipped laboratories and the teachers are supported by two full-time technicians. The Department is taking a full part in the T.V.E.I. scheme. This is an ideal opportunity for an enterprising and imaginative teacher to take part in the development of a forward-looking Department in an expanding school.
The school, which is in a very pleasant area with grounds extending to the banks of the Thames, is within easy reach of central London.
Applicants may telephone (01-943 0033) from Tuesday, January 6th 1987 for information about the post or the school.
Please apply immediately by letter to the Headteacher at the school, giving qualifications and experience, as well as the name and telephone number of at least one referee.
(02151)
LONDON BOROUGH OF RICHMOND UPON THAMES
(An equal opportunity employer)


**LONDON SW11**
SALESIAN COLLEGE SB
Surrey Lane, Battersea SW11 3PB
228 2857
Roll 600
Rev. Fr. M. Blackburn SDB
Required from January 1987.
Teacher of Biology & General Science for two terms in the first place in a Roman Catholic boys comprehensive school.
Applications to Head Master with CV and names and addresses of two referees.
(36228) 134822

**LONDON SW11**
SALESIAN COLLEGE
Surrey Lane, Battersea SW11 3PB
Tel: 2282857
Rev. Fr. M. Blackburn
Required from January 1987.
Teacher of Physics up to 'O' level until Easter 1987 only, in a boys Roman Catholic Comprehensive school.
Applications to Head Master with CV and names and addresses of two referees.
(36229) 134822

**NORFOLK**
COUNTY COUNCIL
MARSHLAND HIGH SCHOOL
School Road, West Walton, Nr. Wisbech, Cambs. PE14 7HA
Roll: 600 Mixed (Group 9) 11 - 16 Years
Required April, 1987.
Scale 1 - Teacher to undertake G.C.E./C.S.E. and G.C.S.E. Biology together with some General Science.
Apply by letter, giving names of two referees and curriculum vitae, to the Headmaster as soon as possible. Further particulars obtainable (s.a.e. please). (37250) 134822

**OLDHAM**
METROPOLITAN BOROUGH OF OLDHAM
EDUCATION COMMITTEE
KASKENMOOR SCHOOL
Roman Road, Hollinwood, Oldham
SCIENCE TEACHER - Scale 1
Required immediately to teach General Science in lower school.
Temporary to 26 April 1987.
Please apply by letter (no forms) to the Head at the school including full C.V. and names and addresses of 2 referees as soon as possible.
An Equal Opportunity Employer. (37809) 134822

**REDBRIDGE**
LONDON BOROUGH OF REDBRIDGE
WANSTEAD HIGH SCHOOL
Redbridge Lane West, Wanstead, London E11 2JZ
Tel: 01-989 2791/6937/9755
Head: Mr. D.T. Challen, M.A.
Required for January, 1987, or as soon as possible thereafter: Teacher of Biology in the middle and upper schools with some Junior Science. There is a collaborative teaching in open plan areas and the successful candidate will share 'A' level teaching.
Scale 1 with Outer London Allowance.
Please apply by letter as soon as possible to the Headteacher at the School giving full details of qualifications and experience, if any, and the names, addresses and telephone numbers of 2 professional referees. (37014) 134822

**RICHMOND UPON THAMES**
LONDON BOROUGH OF RICHMOND UPON THAMES
(An equal opportunity employer)
ORLEANS PARK SCHOOL
Richmond Road, Twickenham, Middx. TW1 3BB
(Tel: 01-891 0187)
Headmaster: Garth Freeman, J.P., M.A.
Required for April 1987, a TEACHER OF CHEMISTRY (Scale 1 plus £726 Outer London Allowance) to teach Integrated Science and Chemistry up to G.C.S.E. Level. The school, an 11 to 16 mixed comprehensive was built in 1973 and is situated on a secluded site near to the River Thames and the town centres of Twickenham and Richmond.
Application forms and further details (foolscap s.a.e.) available from the Headteacher at the school to whom they should be returned by 24th January 1987. (37204) 134822

**RICHMOND UPON THAMES**
LONDON BOROUGH OF RICHMOND UPON THAMES
(An equal opportunity employer)
WHITTON SCHOOL
Percy Road, Whitton, Twickenham, Middlesex TW2 6JW
(11-16 mixed comprehensive, 700 pupils)
ASSISTANT TEACHER OF SCIENCE (SCALE 1 PLUS OUTER LONDON ALLOWANCE)
A temporary teacher of Science is required from approximately February 1987 to July 1987 to join four experienced colleagues in the Science Department in covering the lessons of a teacher on maternity leave.
Application forms from the Director of Education, Regal House, London Road, Twickenham TW1 3QB, returnable to the Headteacher at the school by Monday 26th January 1987. (Please enclose a foolscap s.a.e.).
(45876) 134822

**ROTHERHAM**
METROPOLITAN COUNCIL
Rotherham is an equal opportunities employer
WICKERSLEY COMPREHENSIVE SCHOOL
11-18 Mixed. Approx. 1687 on roll. Approx. 104 in 6th form
Required for 27th April, 1987
TEMPORARY ASSISTANT TEACHER
Salary: Scale 1
Temporary Teacher for Chemistry to take a full range of classes up to 'O' level and G.C.S.E. to cover maternity leave.
Closing Date: As soon as possible.
Curriculum Vitae and details of two persons for reference to the Head Teacher of the School, Wickersley Comprehensive School, Bawtry Road, Wickersley, Rotherham S66 0JL.
G. Crane, Director of Personnel Resources.
(37145) 134822

**ROTHERHAM**
METROPOLITAN COUNCIL
Rotherham is an equal opportunities employer
DINNINGTON COMPREHENSIVE SCHOOL
11-18 Mixed. Approx. 1896 on roll. Approx. 187 in 6th form
Required for 1st March, 1987.
TEMPORARY ASSISTANT TEACHER.
Salary: Scale 1.
Temporary Teacher for Chemistry to cover maternity leave. 'A' level work available.
Closing Date: As soon as possible.
Curriculum Vitae and details of two persons for reference to the Head Teacher of the School, Doe Quarry Lane, Dinnington, Sheffield S31 7NH. (Tel: Worksop 562689).
G. Crane, Director of Personnel Resources.
(37144) 134822

**SINGAPORE**
U.W.C.S.E.A.
TEACHER OF PHYSICS
For further details see our display advert on Page 73.
(37644) 134822

**STOCKPORT**
METROPOLITAN BOROUGH
Required from 23rd February 1987
TEACHER - CHEMISTRY AND SCIENCE (Full or Part-time Temporary)
Scale 1
Ref: 3084
HAZEL GROVE HIGH SCHOOL
Jacksons Lane, Hazel Grove, Stockport SK7 5JX
Tel: 061-456 4888
A suitably qualified and experienced teacher required to teach Junior Science, Chemistry to 16+ and GCSE and 'A' Level Chemistry (Nuffield). Part-time applicants will not be required to offer all of these timetable requirements.
Application forms and further details obtainable from and returnable to the Headteacher at the school, quoting reference by 23rd January 1987.
Stockport is an Equal Opportunities Employer.
(37520) 134822

**SUFFOLK**
COUNTY COUNCIL
FARLINGAYE HIGH SCHOOL
Ransom Road, Woodbridge IP12 4JU
13-18 Mixed Comprehensive.
Roll 770
Required April, 1987
TEACHER OF CHEMISTRY
Scale 1 to teach Chemistry to 'A' level and to work in the team co-ordinating Science throughout the school, and currently teaching Suffolk Science to third and fourth years.
Application forms and details available from the Head at the school, s.a.e. please, closing date: 23rd January.
(37442) 134822

**SUNDERLAND**
BOROUGH OF SUNDERLAND
EDUCATION DEPARTMENT
THORNHILL SCHOOL
Thornholme Road, Sunderland SR2 7NA
(Group 13)
Required as soon as possible
TEACHER OF CHEMISTRY (SCALE 1).
Applicants offering part time work will also be considered for the above post.
Application forms obtainable from the Head teacher at the school, on receipt of a stamped addressed foolscap envelope, to be returned by 23rd January, 1987.
(37601) 134822

**WALSALL**
METROPOLITAN BOROUGH COUNCIL
SCIENCE TEACHER
Scale 1
Required as soon as possible to work throughout the ability and age range in a very successful Faculty. Please state subject specialism. 'A' level work will be available for suitable candidates in Biology.
Application forms and further details on receipt of an S.A.E. from the Headteacher, Alumwell Comprehensive School, Primley Avenue, Walsall, West Midlands.
Closing Date: 23rd January 1987.
Walsall is an Equal Opportunity Employer.
(37240) 134822

## Social Studies

### Scale 2 Posts and above

**DUBAI**
THE RASHID SCHOOL FOR BOYS
Substantial Tax free salaries
See Overseas.
(37586) 135022

**KENT**
COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH WEST KENT AREA
HEXTABLE SCHOOL
Egerton Avenue, Hextable, Kent BR8 7LU
Required from the beginning of the Summer Term a teacher of History, Economics and Social Science to join a forward looking Humanities Faculty. Hextable School (an 11-18 mixed Comprehensive). The school is on the edge of the London Boroughs of Bexley and Bromley, yet close to the open countryside of the North Downs.
London Fringe Allowance £284 payable.
The school is seeking a person who is able to offer curriculum input into the Faculty and who is capable of taking responsibility for the Social Sciences. A Scale 2 post is available.
Application, including CV and names and addresses and telephone numbers of two people to whom reference may be made, should be put in writing as soon as possible to the Headmaster, at the school. Further particulars may be obtained on the receipt of an sae.
Possibility of help with temporary housing in approved cases. (37434) 135022

## Speech and Drama

### Scale 2 Posts and above

**ESSEX**
CHALVEDON SCHOOL
Wickford Avenue, Pitsea, Basildon
Tel: Basildon 552536
(Roll: 1450)
DRAMA, Scale 2
Required April, specialist in charge of Drama within well established and lively English Department. Rented accommodation available; removal expenses payable in approved cases.
Apply by letter to Headteacher with curriculum vitae and names of two referees (foolscap s.a.e. please).
(37803) 135220

**LEICESTERSHIRE**
COUNTY COUNCIL
An Equal Opportunity Employer
GROBY COMMUNITY COLLEGE
Ratby Road, Groby, Leicester
HEAD OF PE AND PERFORMING ARTS (FREPA)
Please see under Secondary Scale 4 Physical Education. (37589) 135220

## SECONDARY SPEECH & DRAMA
continued

### Scale 1 Posts

**CROYDON**
LONDON BOROUGH OF CROYDON
EDUCATION COMMITTEE
EDENHAM HIGH SCHOOL
Orchard Way, Shirley, Croydon, Surrey
Tel: 01-776 0220
A teacher is required for Drama on Tuesday and Fridays (0.4) at this 11-16 mixed Comprehensive school to teach 3rd year pupils and to help the 5th year complete their presentations.
Please contact the Headmaster by telephone.
Salary: Scale 1.
Tenable: As soon as possible. (37910) 135222

## Other than by Subject Classification

### Heads of Department

**KENT**
COUNTY COUNCIL
EDUCATION DEPARTMENT
WEST KENT AREA
SEVENOAKS SCHOOL FOR GIRLS
Bradbourne Vale Road, Sevenoaks, Kent TN13 3LE
GROUP 10
Required Summer Term 1987 a Scale 4 Head of Pre-Vocational Education and Year Head in the Upper School, to take charge of C.P.V.E. and a pilot scheme for the new Pre-Vocational 14-16 course. This is a crucial post in a certain part of the school's provision and applicants should be interested in the whole field of curriculum development.
Please apply direct to the Headteacher enclosing full C.V. and the names and addresses of two referees. Please enclose s.a.e.
(37418) 135618

**SALFORD**
CITY OF SALFORD
EDUCATION DEPARTMENT
MOORSIDE HIGH SCHOOL
East Lancashire Road, Swinton Manchester M27 3BB
(11-16 Mixed Comprehensive - Group 11 - 1100+ on roll)
HEAD OF LOWER SCHOOL
Senior Teacher Scale
Required from Easter, 1987 a well-qualified experienced teacher to fill this permanent, full-time post.
Please send stamped addressed envelope for application form and further details to the Headmaster to whom applications should be returned by 23 January 1987.
(37350) 135618

### Scale 2 Posts and above

**BERKSHIRE**
HUGH FARINGDON SCHOOL
Fawley Road, Reading RG3 3EP
NOR: 650
Required for April 1987, T.V.E.I. Co-Ordinator, Scale 3 to take responsibility for the internal organisation and liaison with other schools within the Consortium in the highly successful and imaginative project which is now in its third year in this school. The successful applicant would be expected to teach Electronics within the TVEI project and to make a contribution to the teaching of Physics to 'A' Level and G.C.S.E. standard within the mainstream school.
Application forms and further details from the Headmistress at the school.
Closing date: 23rd January.
An Equal Opportunity Employer. (37696) 135620

**KENT**
COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH KENT AREA
HUNDRED OF HOO SCHOOL
Main Road, Hoo St. Werburgh, Rochester ME3 9HH
Co-educational, 1,200 pupils
Required for April, 1987 Scale 2 teacher with responsibility for Child Development. The school has excellent facilities and thriving examination courses up to GCE 'A' level. Teachers are sought who will seek to maintain the high standards of work and behaviour of the pupils. Ability to teach Cooking and Needlework advantageous.
Letters of application, c.v. and names/addresses of two referees to the Headmaster with s.a.e. for acknowledgement. (37417) 135620

### Scale 1 Posts

**ENFIELD**
LONDON BOROUGH
BULLSMOOR SCHOOL
Bullsmoor Lane, Enfield EN3 6TW
Required as soon as possible temporary teacher of ENGLISH with some Personal and Social Education.
For further information see under English Scale 1 posts.
(37404) 135622

**BARNET**
LONDON BOROUGH
ST. JAMES' CATHOLIC HIGH SCHOOL
Orange Hill Road, Edgware, Middx. HA8 0ST
Tel: 01-959 3410
V.A. Mixed Comprehensive. Roll 1057. Sixth Form 141
Required January 1987, Temporary teacher of ENGLISH/HISTORY for lower school, to cover for maternity leave. Scale 1.
Apply in writing to Head Teacher with full c.v. and names of two referees. S.A.E.
Director of Educational Services. (37411) 135622

**BEXLEY**
LONDON BOROUGH
SUPPLY TEACHERS -
PRIMARY AND SECONDARY SCHOOLS
Supply teachers are urgently required for work in Primary and Secondary Schools. Work is on a day-to-day basis but there are prospects for continuity of employment.
Application forms obtainable from Chief Education Officer for Schools (T.S), Town Hall, Crayford, Kent DA1 4EN. (37750) 135622

**ENFIELD**
LONDON BOROUGH OF ENFIELD
KINGSMEAD SCHOOL
Southbury Road, Enfield EN1 1YQ
Roll 1050
Required Easter 1987, Scale 1 teacher, to join our new INFORMATION TECHNOLOGY DEPARTMENT.
This is an excellent opportunity to make a substantial contribution to a fast developing department with outstanding facilities.
The ability to teach some MATHEMATICS is required. Substantial curriculum innovation is taking place throughout the school with T.V.E.I. particularly influential.
The relaxed yet structured atmosphere of the School will ensure that the successful applicant will enjoy a positive and satisfying working environment supported by an active Staff Association.
London Allowance, £726.
Applications by letter direct to the Head Teacher enclosing a C.V. and the names and addresses of two referees.
An equal opportunity employer. (37405) 135622

**KINGSTON UPON THAMES**
ROYAL BOROUGH OF KINGSTON UPON THAMES
DIRECTORATE OF EDUCATION AND RECREATION
URGENTLY REQUIRED, qualified Secondary teachers to work PART-TIME to enable staff to be released to attend IN-SERVICE COURSES.
The teaching could involve one or more specific days each week. Successful applicants will be allocated to an identified school.
Scale 1; and London Allowance £726 pro rata.
Application forms are available from the Director of Education and Recreation, Guildhall, Kingston upon Thames KT1 1EU. Tel: 01-546 2121, Ext. 2508.
Completed forms to be returned as soon as possible marked for the attention of Mr. F. Tomnie.
AN EQUAL OPPORTUNITIES EMPLOYER.
(36142) 135622

**LEICESTERSHIRE**
COUNTY COUNCIL
An Equal Opportunity Employer
MARKET BOSWORTH COMMUNITY COLLEGE
High School, Market Bosworth, Nr. Nuneaton, Warks. CV13 0JT.
(Post 1): COMMUNITY TUTORS (Youth)
Salary Burnham FE Lecturer I
An enthusiastic and committed teacher/youth Worker is required for a new post in a newly designated Leicestershire High School Community College. Specialist youth provision is available as part of the College.
(Post 2): WREAKE VALLEY COLLEGE
Parkstone Road, Syston, Leicester LE7 8LY
Required from April 1987 or sooner if possible until September 1987 a temporary Community Tutor (Youth). Applicants should be experienced and qualified in teaching or youth work.
For the above two posts further details and application form available from the appropriate Principal of the College on receipt of s.a.e. Closing date two weeks from the appearance of this advertisement.
(37563) 135622

**ROTHERHAM**
METROPOLITAN COUNCIL
Rotherham is an equal opportunities employer
Department of Education
SPURLEY HEY COMPREHENSIVE SCHOOL
11-16 Mixed. Approx. 782 on roll
Required as soon as possible.
ASSISTANT TEACHER - SCALE 1 PLUS S.P.A.
Teacher to work within the Science/Maths area focussing upon Information Technology across the curriculum. The successful candidate should provide a positive role in promoting equal opportunities and the notion of 'Education for All'. Scale 2 post may be available.
Closing Date: As soon as possible.
Letters of application to the Head Teacher of the School, Cranworth Road, Rotherham S65 1LN. (Tel: Rotherham 365537) from whom further information is available.
G. Crane, Director of Personnel Resources.
(45878) 135622

## Sixth Form and Tertiary Colleges

### Scale 2 Posts and above

**SOMERSET**
COUNTY COUNCIL
BRIDGWATER COLLEGE
Bridgwater
(TERTIARY COLLEGE)
1. SENIOR LECTURER IN THE DEPARTMENT OF CONTINUING EDUCATION.
An exceptional opportunity to share in the management of a department which is central to Bridgwater's plans to develop as a community college.
For the 16-19 age group the department provides full-time GCE courses in visual and performing arts and a programme of elective studies, and also runs a Special Needs Unit. For mature adults there are courses for adult returners to employment, and a wide range of leisure classes.
You should be a graduate with a teaching qualification. Your specialisation and experience should be relevant to a development role in community education within a tertiary college.
2. LECTURER II IN OFFICE TECHNOLOGY AND SECRETARIAL STUDIES.
Applications are invited for the post of Lecturer II in the Department of Business and Professional Studies. The person appointed should have interest and experience in modern office technology and a practical, up-to-date approach to the teaching of office and business systems. Some teaching of business and secretarial subjects is also involved. Opportunities exist to develop income earning courses.
For all three posts application form and further details from the Principal, Bridgwater College, Bath Road, Bridgwater, Somerset TA6 4PZ. (s.a.e. please).
Closing date 28th January 1987.
An Equal Opportunities Employer. (37520) 140020

### Scale 1 Posts

**CAMBRIDGESHIRE**
(Equal Opportunity Employer)
HILLS ROAD SIXTH FORM COLLEGE
Cambridge CB2 2PE
Required September, a graduate qualified to teach Physics (Scale 1) at all levels to university entrance. An interest in Electronics, Technology and/or extra curricular activities would be a strong recommendation.
Further details and application forms from Principal (Large s.a.e.). Closing date Friday, 23rd January 1987.
(46245) 140022

**SOMERSET**
COUNTY COUNCIL
YEOVIL COLLEGE
Yeovil
(Tertiary College)
1. LECTURER I IN SECRETARIAL STUDIES
2. LECTURER I IN ELECTRICAL ENGINEERING
(For further information please see under the Colleges of Further Education Section).
(37514) 140022

## Special Education

### Deputy Headships Second Masters/ Mistresses

**DEVON**
COUNTY COUNCIL
Please see display advertisement on Page 53.
(37380) 160012

**HERTFORDSHIRE**
EDWARD JENNER HOSPITAL SCHOOL
Hill End Hospital, St Albans, Herts. AL4 0RB
DEPUTY HEAD Group 3S
Required for Easter 1987 for this small school dealing with disturbed adolescents. Interest in and experience of difficult pupils is as important as formal qualifications in special needs. Telephone enquiries and formal visits welcome.
Applications to the Head at the school by 23rd January together with c.v. and names of two referees, St. Albans 31537 or 55555.
(36133) 160012

**KENT**
COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH WEST KENT AREA
ROWHILL SCHOOL
Stock Lane, Wilmington, Dartford, Kent DA2 7BZ
Required from April 1987 if possible, a Deputy Headteacher, Group 6(S) for this Special school for children aged 6-17 with Moderate Learning Difficulties. Senior Management experience in a special school necessary.
Further details and an application form from Area Education Officer, Area Education Offices, 132 Windmill Street, Gravesend, Kent, enclosing full cv, sae, and names and addresses of two referees.
Closing date: 23 January 1987.
Possibility of help with temporary housing in approved cases.
Readvertisement: previous applicants will automatically be considered.
(37415) 160012


**HEADTEACHER**
DEERSWOOD SCHOOL
Ifield Green, Crawley, Sussex
Required Easter for this Group 7 (S) School for children from 6 to 16 years with moderate learning difficulties.
This Day Special School serves the North East of West Sussex and in particular the main towns of Crawley and Horsham and the surrounding village. The current number on roll is 158.
**For further details and application form apply to Area Education Officer, Goffs Park House, Horsham Road, Crawley, Sussex (s.a.e. please).**
(11725)
west sussex



**SECONDARY EDUCATION**
Scale 1
SIR WILLIAM ROMNEY'S SCHOOL
Lowfield Road, Tetbury GL8 8AE.
**TEACHER OF MATHEMATICS**
Required from April 1987 in this rural 11-18 comprehensive school a permanent full-time teacher of Mathematics to teach the subject throughout the school. An interest in teaching Mathematics with the Lower ability groups would be welcome.
Apply in writing with the names and addresses of two referees as soon as possible to the Headmistress
TEWKESBURY SCHOOL
Newtown, Tewkesbury GL20 8DF
(11-18 mixed comprehensive, 1200 on roll)
**TEACHER OF COMMERCIAL STUDIES**
(Typing, Office Practice, Shorthand)
Required as soon as possible. Permanent or temporary until the end of the Summer Term. Full-time post but part-time applications will be considered.
Apply by letter to the Headmaster with c.v. and names of two referees
**PRIMARY EDUCATION**
Scale 1
ROSARY R.C. PRIMARY SCHOOL
Beeches Green, Stroud, Glos. GL5 4AB
(Group 4, N.O.R. 254)
**TEACHER**
Qualified teacher for lower juniors required from Summer Term 1987. The governors seek to appoint an enthusiastic and committed catholic teacher for this thriving Parish School. Pianist desirable but other interests welcome.
Please write to Mrs. J.M. Byrne, Clerk to the Governors, 46 Bowbridge Lane, Stroud, Glos. for further details and application form.
Closing date: 23rd January, 1987.
**SCALE 1 + SSA POSTS**
SECONDARY UNIT FOR HEARING IMPAIRED CHILDREN
**ASSISTANT TEACHER**
A qualified assistant teacher of the deaf is required for the above unit at Beaufort School, Windsor Drive, Gloucester.
The appointment will take effect as soon as possible.
Application forms and further information from the Head Teacher
Gloucestershire County Council
AN EQUAL OPPORTUNITIES EMPLOYER



**Lancashire County Council**
AN EQUAL OPPORTUNITY EMPLOYER
The following are required for the 1st May, 1987 and the closing date is 22nd January, 1987.
Application forms and further details from/returnable to the District Education Officer, Civic Centre, PO Box 33, West Paddock, Leyland, Preston.
READING AND LANGUAGE CENTRE BASED AT WALTON-LE-DALE COUNTY PRIMARY, PRESTON
**SCALE 4 – HEAD OF SERVICE.**
Advanced qualifications in reading and language. Casual car users allowance payable.
Application forms and further details from/returnable to the District Education Officer, Ewbank House, Cannon Street, Accrington
HYNDBURN READING AND LANGUAGE SERVICE
Based at Rishton Norden County High School.
**SCALE 3 – PERIPATETIC TEACHER.**
To teach small groups in Primary and Secondary Schools. Advanced qualifications in language and reading essential – Casual car users allowance payable.
(02198)



ISLE OF WIGHT EDUCATION SERVICE
Required for Easter 1987,
**PERMANENT SUPPLY TEACHERS**
(Scale 2)
to teach in any one, or more, of the following subject areas, mainly in High Schools (13-18 years):–
Mathematics
Natural Sciences
Craft, Design and Technology
Modern Languages
Application forms and further details available from the County Education Officer, County Hall, Newport, IW, PO30 1UD, to whom completed forms should be returned by 23rd January 1987. (SAE please)
(13583)
Isle of Wight County Council

## SPECIAL DEPUTY HEADSHIPS
continued

### NORTHAMPTONSHIRE

**KETTERING KINGSLEY SCHOOL**
Churchill Way, Kettering, Northants NN15 5DP

Required at Kingsley School for Easter or September 1987, a senior master/mistress (recognised as deputy head) for this group 8(S) school for children with learning difficulties. We are looking for an intelligent and enthusiastic person who has good experience of children with special needs in a range of settings.

Candidates should possess an additional qualification in education and the skill to facilitate the achievement of slow learning children with a broad range of physical and medical conditions.

Application forms and job description are available from the Education Office (Mrs D. Lane), to whom completed applications should be returned within two weeks of the appearance of this advertisement.

Northamptonshire welcomes applications regardless of marital status, sex, race and disability. (37103) 160012

### OXFORDSHIRE
COUNTY COUNCIL
BISHOPSWOOD SCHOOL
Horsepond Road, Gallowstree Common, Reading, Berks. RG4 9BT.
Group 5(s).
Required for the Summer Term 1987, a Deputy Head for this school for pupils with severe learning difficulties. Age range 2-16 yrs.
Further details and application forms available from the Headteacher (S.A.E. please) to be returned within two weeks of this advertisement. (37080) 160012

### SEFTON
METROPOLITAN BOROUGH OF SEFTON
PRESFIELD SCHOOL
Preston New Road, Southport, Merseyside PR9 8PA
DEPUTY HEADTEACHER required for this Group 4(S) school (approximately 50 pupils on roll) in APRIL 1987. The Deputy will be responsible for the Leavers' Unit and should be fully committed to curriculum development for pupils with moderate learning difficulties.
Application forms and further details may be obtained, on receipt of s.a.e. from the Headteacher of the school, to whom completed forms must be returned by 23RD JANUARY 1987. (37252) 160012

### WALSALL
METROPOLITAN BOROUGH COUNCIL

DEPUTY HEADTEACHER

Group 4S + ADA + S.I.A.

Required Easter, 1987, at Daw End School, Floyds Lane, Rushall, Walsall, West Midlands, a day/residential school for children aged 6-16 years who exhibit emotional and behavioural difficulties. Candidates should have relevant experience and be able to motivate and support staff. They should also be aware of recent developments in this area of education and are expected to take on additional duties and sleeping-in cover. A relevant qualification in Special Education would be an advantage. Enquiries and visits to the school are welcome.

Application forms and further details available on receipt of an S.A.E. from the Director of Education, Education Department, Civic Centre, Darwall Street, Walsall, West Midlands WS1 1DQ.

Closing date: 23rd January, 1987.

Walsall is an Equal Opportunity Employer. (37138) 160012

### WILTSHIRE

Please see display advertisement on Page 32. (12951) 160012


**SHROPSHIRE EDUCATION COMMITTEE**
An Equal Opportunity Employer

**HEADTEACHER GROUP 4(S)/5 (S)**
(according to previous experience and qualifications)

Applications are invited for the post of:–

**HEAD OF COUNTY SERVICE FOR HEARING IMPAIRED**

Available from the beginning of the Summer Term 1987. To be based in Shrewsbury, and to co-ordinate the work of a Peripatetic team of qualified teachers of the deaf and the two School based units.

**Application forms and further particulars (S.A.E.) from:–**

**County Education Officer, Education Department, Shirehall, Abbey Foregate, Shrewsbury SY2 6ND.**

**To be returned by Monday 26th January, 1987.** (02141)



**Wiltshire**
*AN EQUAL OPPORTUNITY EMPLOYER*
**EDUCATION DEPARTMENT**
**Uplands School, Swindon**
**Group 4(S)** **Head: Mr.D.J.D. Rees** **N.O.R. c60**
**Appointment of**

**Deputy Head**

Required for April, 1987 or as soon as possible thereafter, Deputy Head for this Day Special School for pupils with severe learning difficulties.

Relevant training and experience essential. Teaching and other responsibilities will be decided in the light of the successful candidate's interests and skills.

**Further details and application form (SAE please) from and returnable to the Head Teacher, Uplands School, Leigh Road, Penhill, Swindon SN2 5DE by 30th January, 1987.** (11743)


## Heads of Department

### EAST SUSSEX
COUNTY SERVICE FOR SENSORY IMPAIRED CHILDREN AND AUDIOLOGY
From Easter: experienced, qualified teacher for visually impaired children (Scale 3) to work throughout the county. Car driver essential. For informal discussion telephone Mr Skinner, Adviser for Sensory & Physical Handicaps, on Lewes (0273) 475400, Ext. 671.
Relocation grants in approved cases.
Application forms and further details (sae please) from the County Education Officer (Ref. PT/BLC), PO Box 4, County Hall, St. Anne's Crescent, Lewes BN7 1SG. Closing date: January 23. (37347) 160018

### HAMPSHIRE
LORD MAYOR TRELOAR COLLEGE
HEAD OF DEPARTMENT FOR COMPUTER STUDIES
Required from 27 April 1987, or as soon as possible thereafter.
This is a non-maintained special boarding school for 280 physically handicapped boys and girls aged 9-19 with a normal range of intelligence. Excellent facilities: Econet system using BBC computers: generous budget for developments. This is a challenging and demand in post wth unique opportunities for curriculum development and initiative.
Full time Computer Technician.
Salary Scale 2 (S) with ddi-tional £1,179 for 6 hours per week of additional duties.
SAE for further details and application forms to: The Headmaster, Lord Mayor Treloar College, Upper School, Holybourne, Alton, Hants. GU34 4EN. (37304) 160018

### HILLINGDON
LONDON BOROUGH OF HILLINGDON

MOORCROFT SCHOOL
Harlington Road, Hillingdon, Uxbridge UB8 3HD

Headteacher: Mrs. R.M. Heywood

Required for April 1987 Teacher (Sc 3S) Nursery/PMLD Department, a suitably qualified and very experienced teacher to take responsibility for the co-ordinating of the above department and to teach in the nursery class. Moorcroft caters for children with severe learning difficulties and applicants will need to have the ability to lead a team to organise and develop the curriculum for children with this degree of need.

Application forms from the Director of Education, Civic Centre, Uxbridge, Middlesex (Tel: Uxbridge 50431), to whom they should be returned as soon as possible and not later than 23rd January 1987.

Outer London Allowance Payable.

Closing Date: 28th January 1987. (37227) 160018

### KENT
ROYAL SCHOOL FOR DEAF CHILDREN MARGATE
Victoria Road, Margate, Kent CT9 1NB
(Tel: 0843 227561)
Applications are invited from Qualified Teachers of the Deaf with appropriate experience for the post of
TEACHER/AUDIOLOGIST
Salary in accordance with qualifications and experience.
Further details can be obtained from the Headmaster. (36141) 160018


**ROYAL SCHOOL FOR DEAF CHILDREN MARGATE**

Victoria Road, Margate,
Kent CT9 1NB
(Tel: 0843 227561)

Applications are invited from Qualified Teachers of the Deaf with appropriate experience for the post of

**SECOND DEPUTY HEADTEACHER (NON RESIDENT)**

**Salary: Burnham Scale 10(S)**

The post is available from September 1987. Further details may be obtained from the Headmaster. (00493)


## Scale 2 Posts and above

### BEXLEY
LONDON BOROUGH
MARLBOROUGH SCHOOL
Sidcup
Two teachers required for April 1987. Scale 2 post available for Numeracy/Sports Activities/Language. The school has 80 places for children between the ages of 2 and 19 years who have severe learning difficulties.
Application forms available from Chief Education Officer for Schools (T.6), Town Hall, Crayford, Kent DA1 4EN. (enclosing foolscap s.a.e.). (37748) 160020

### CAMBRIDGESHIRE
BISHOP CREIGHTON COUNTY PRIMARY SCHOOL
Scale 3/2 Teacher - see advertisement under Primary, Scale 2. (36137) 160020

### CAMBRIDGESHIRE
NORTHERN AREA
Required for April, 1987:-
Scale 4 Area Co-ordinator for Children with Special Needs.
Possible housing assistance.
Further details and an application form available from the Senior Area Education Officer, Education Offices, Touthill Close, City Road, Peterborough PE1 1JU to be returned by 23rd January, 1987. (37150) 160020

### DEVON
COUNTY COUNCIL
Please see display advertisement on Page 53. (37381) 160020

### EAST SUSSEX
COUNTY SERVICE FOR SENSORY IMPAIRED CHILDREN AND AUDIOLOGY
For Easter: experienced, qualified teacher of hearing impaired children (Scale 2 plus special class allowance) for an infant/junior unit in the north of the county. The unit is in the process of being established and the appointed teacher will be able to assist in its development.
Relocation grants in approved cases.
Application forms and further details (sae please) from the County Education Officer (ref PT/BLC), PO Box 4, County Hall, St Anne's Crescent, Lewes BN7 1SG. Closing date: January 23. (37348) 160020

### EAST SUSSEX
TUTORIAL UNIT (EASTERN AREA)
Tile Barn Centre, 2 Tile Barn Road, St Leonards-on-Sea TN38 9QU
For Easter: Teacher (Scale 2) for general subjects. Experience of emotionally disturbed pupils in primary and secondary schools and an ability to offer additional practical subjects an advantage.
Relocation grants in approved cases.
Application forms and further details (sae please) from the Teacher-in-Charge. Closing date: January 23. (37346) 160020

### ESSEX
OXLEY PARKER SCHOOL
Mill Road, Colchester, Essex CO4 5JF
Tel: Colchester 853222
A craft specialist is required for this Group 5 (S) non-maintained special residential school for boys with educational, emotional and behavioural problems. To commence after the Easter Holiday 1987. Ability to teach metalwork, woodwork and related technical subjects essential. Experience of City & Guilds exams and working with leavers groups an advantage. Excellent craft, design and technology facilities. Extraneous duties worked at national rates. Scale 2 available for the right candidate.
Apply in writing to the Headmaster with names and addresses of two referees as soon as possible.
Headmaster - Mr. S.L. Long, B.A. (Hons.). (46247) 160020

### HAMPSHIRE
GREENACRES SPECIAL SCHOOL
Andover Road, Winchester SO22 6AU
Required as soon as possible a Scale 2(S) teacher for the junior age group in this day special school for children with severe learning difficulties aged 5-16 years.
Further details available from the Headmaster (s.a.e. please).
We pursue a policy of equality of opportunity.
Applications are particularly welcome from teachers with disabilities. (37701) 160020

### HAVERING
LONDON BOROUGH OF HAVERING
CORBETS TEY SCHOOL
Harwood Hall Lane, Upminster RM14 2YQ
Tel: Upminster 25888
(Roll 109)
Headteacher: A.J. Eades, B.Phil.
Required for April 1987, Scale 3(S) Teacher for this all age day special school for pupils with moderate learning difficulties. This is a senior post in the school and applicants should have special school experience and/or additional qualifications. The appointed person will play an important part in the senior management team, will be responsible for boys' welfare, and the school council. Candidates should be able to offer two of the following curriculum areas:
Craft, Design and Technology, Computer Education, Mathematics.
Application forms and further details are available (sae please) from the Director of Educational Services, (Ref: STAFFING/DHT) Mercury House, Mercury Gardens, Romford RM1 3DR.
Closing Date: 23rd January 1987. (37567) 160020

### HEREFORD AND WORCESTER
COUNTY COUNCIL

HEREFORD BARRS COURT SCHOOL
Barrs Court Road, Hereford HR1 1EQ

Required from 29th April, 1987, an Assistant Teacher for a class of pupils aged 14-16 years. An interest in A.V.A. would be an advantage for which a Scale 2(s) post may be available.

Further details and application forms from the Headteacher, enclosing a stamped, addressed envelope please. (37532) 160020

### HERTFORDSHIRE
HOBLETTS MANOR JUNIOR SCHOOL
Adeyfield Road, Hemel Hempstead
Applications are invited from suitably qualified and experienced teachers for the post of teacher in charge of a small unit for junior aged emotionally disturbed children with learning difficulties which is to be an integral part of this primary school from Easter 1987. Scale 2 plus special class allowance.
Further details and application forms from the Head Teacher. (s.a.e. please). (37196) 160020

### HERTFORDSHIRE
HILLTOP SCHOOL
Webb Rise, Stevenage
TEACHER SCALE TWO (S)
Required for this residential school for junior aged children who have emotional, behavioural and learning difficulties.
Applicants should have experience in special education. The person appointed will be expected to take responsibility for a class and to develop a specialised area of this curriculum. Extraneous duties available to a maximum of 15 hrs. per week.
For further details and application forms please send a S.A.E. to Hilltop School, Webb Rise, Stevenage SG1 5QU. Closing date 30 January 1987. (36242) 160020

### LEICESTERSHIRE
COUNTY COUNCIL

An Equal Opportunity Employer

HIGH LEAS SPECIAL SCHOOL
Keyham Lane, Leicester LE5 6DN

NOR: 115

E2L/HOME SCHOOL LIAISON

Required Easter or before at this (4-9) all one day Special School for pupils with Moderate Learning Difficulties. The successful applicant will play a keen role in supporting the school's language curriculum. In addition to classroom teaching the appointed teacher will also be required to take a shared responsibility for Home/School Liaison. Fluency both oral and and written in either Gujerati or Punjabi is essential as too is the ability to drive.

Please contact the Headteacher for further details and application forms (SAE). (37650) 160020

### LINCOLNSHIRE
THE BECKETT SCHOOL
White's Wood Lane, Gainsborough DN21 1TW
Group 3 - Roll 50
Teacher, preferably with specialist qualification, required to co-ordinate the education of the developmentally youngest children ('special care') throughout this school for pupils with severe learning difficulties. Interest in language development desirable. Scale S2(a).
SAE to Head for form and details.
Closing date 23 January 1987. (T229), (45911) 160020

### KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
WEST KENT AREA
HALSTEAD PLACE SPECIAL SCHOOL
Church Road, Halstead, Kent TN14 7HQ
Group 6(s)
Co-educational Day/Boarding School for pupils aged 10-16 Years
Required April, 1987, (Scale 3) teacher to take charge of secondary age children with moderate Learning Difficulties. Qualifications/experience teaching boys P.E. and Games or Music, would be an advantage. The post involves an average of fifteen hours extraneous duty per week for which annual payment of £2,949 is made. There is the possibility of single accommodation on Campus.
Application forms and further details are available from Headmaster, Tel: Knockholt 33294.

HALSTEAD PLACE SPECIAL SCHOOL
Church Road, Halstead, Kent TN14 7HQ
Group 6(s)
Required for this Special School for children with Moderate Learning difficulties, teacher for boys P.E./Games. The successful applicant would be expected to co-ordinate physical education throughout the school. Approximately half of the timetable would involve classroom studies.
The post involves working an average of fifteen hours extraneous duty per week for which there is an annual payment of £2,949.
There is the possibility of single accommodation on Campus.
Application forms and further details available from Headmaster, Tel: Knockholt 33294.

SPRING GARDENS DAY SPECIAL SCHOOL
Burdett Road, Rusthall, Tunbridge Wells, Kent TN4 8RR
RE-ADVERTISEMENT
Teacher required for Summer 1987 for a small mixed class of children with Special Needs within age range 7-10.
Sound experience in education and possession of advanced qualifications in education of children with Special Needs would be a recommendation. Scale 2 post for suitably qualified experienced teacher.
Further details and application form from the Headteacher to whom they should be returned as soon as possible. Please enclose s.a.e. (37416)

### NORTH YORKSHIRE
(Re-advertisement)
GALTRES SCHOOL
York
Teacher required for Easter 1987 to take charge of a leavers/pre-leavers department of 16-19 year old pupils with severe learning difficulties. To coordinate and develop the work of three teachers and non-teaching assistant. Additional qualification in Special Education advantageous.
Salary: Burnham Scale 3(S) - rising to 3(S) in September 1987 on the regrouping of the school.
Applications and further particulars, (sae) from the County Education Officer, Room 508, County Hall, Northallerton DL7 8AE closing date 23.1.87. (37630)

### SUFFOLK
COUNTY COUNCIL
WESTBRIDGE UNIT
London Road, Ipswich
Required April, 1987 for Scale 2 post, a suitably qualified teacher, preferably with some experience of Special Education to teach secondary aged children in this unit for pupils with behavioural problems. The successful applicant would be expected to teach general subjects and have specific responsibility for [illegible] of curriculum. Applications would be especially welcome from those teachers with expertise in the following: MATHEMATICS, COMPUTER STUDIES, HUMANITIES.
He or she will need to be adaptable and imaginative and must have initiative and be able to work as part of a team.
Application forms and details are available from the Teacher in Charge of the Unit s.a.e. please. (37440)

### SURREY
COUNTY COUNCIL
WEY HOUSE SCHOOL
Bramley, Guildford
Residential Special School for pupils with Emotional and Behavioural Difficulties.
Required from Easter Scale [illegible] resident teacher suitably experienced and qualified to teach ART & CRAFT to examination level, plus HISTORY and/or GEOGRAPHY. Ability to offer swimming, trampolining, computer or Music would be an advantage.
Additional Duties Sleeping-in Duties.
Application form and information from the Headteacher (SAE please). Closing date 23rd January. (37087)

### SURREY
EDUCATION COMMITTEE
GREYSTONE SCHOOL
Sunstone Grove, Merstham, Redhill RH1 3PR
Tel: Merstham 2693
Scale 2B for suitable [illegible] date. Required for Easter [illegible] for this day school of [illegible] children aged 5-16 [illegible] middle/senior school [illegible] responsibility for [illegible] heavy craft.
Please apply to the Headteacher for application [illegible] Closing date 23 January 1987. (37676)





## SPECIAL EDUCATION
continued

### SURREY
EDUCATION COMMITTEE
PORTESBERY SCHOOL
Portesbery Road, Camberley, Surrey GU15 3SZ
(Children aged 3-16 with severe learning difficulties)
Scale 2 teacher required as soon as possible. Responsibility for the development of MUSIC and PE as part of the curriculum throughout the school in addition to a full-time teaching commitment (7-8 years at present). Enthusiasm and experience in the subjects are essential.
Application forms from the North West Area Education Office, Lismore, 9 Heathside Road, Woking, Surrey GU22 7EU (SAE please). Closing date 23.1.87. (37915) 160020

### WARWICKSHIRE

MILLBROOK GRANGE SCHOOL
Parkfield Drive, Kenilworth CV8 2JJ

NEW POST - Scale 2S

Well qualified and experienced resident teacher required at this purpose-built residential school for 35 emotionally and behaviourally disturbed girls aged 10-16 years. The school operates as a Therapeutic Community and applicants should be familiar with this approach. The school also has a new Day provision and is expanding to develop as an Area Resource Centre.

Salary: Burnham Report. Assistant Teachers Scale 2S.

Allowance for 15 hours extraneous duty each week. An unfurnished, centrally heated, three bedroomed flat is available within the main school building.

Application form and details from the Principal, Royston Owen, at the school (Tel: 0926 57306/7. S.a.e. please.

Warwickshire is an equal opportunities employer. (37720) 160020

### WILTSHIRE

COTSWOLD COMMUNITY

(Wiltshire Social Services)

EDUCATIONAL THERAPIST

(Salary £10,000 - £13,000 p.a.)

This is a well established therapeutic community providing long-term care, treatment and education for 40 severely emotionally disturbed boys, in the age range 10 - 18. We need a qualified teacher to join our education team.

The education area practices child-centred learning. The task is to overcome the emotional blocks to learning, working form the inner world of the child. Applicants need to demonstrate a willingness to become involved in the lives of young people in a meaningful way. An ability to help boys develop a wide range of skills and interests is important, the focus being on meaning and attitudes rather than behaviour.

Staff live on the campus. There is a wide range of accommodation. Consultants of the highest calibre provide excellent staff support.

Please write, describing yourself, to John Whitwell, Principal, Cotswold Community, Ashton Keynes, Wilts. SN6 6QU. A full description of our work will be provided. (37671) 160022

## Scale 1 Posts

### BEXLEY
LONDON BOROUGH
WESTBROOKE SCHOOL
Welling, Kent
Required immediately a suitably qualified teacher to cover for maternity leave. The teacher appointed will be required to take a class of up to 10 primary aged children with behavioural and emotional difficulties.
Application forms and further details available from Chief Education Officer for Schools (T.6), Town Hall, Crayford, Kent DA1 4EN, (enclosing foolscap s.a.e.). (37749) 160022

### ENFIELD
LONDON BOROUGH OF ENFIELD
DURANTS (MLD) SCHOOL
Pitfield Way, Enfield, Middx.
Roll 110
Required January 1987, for the Spring Term only, a Junior or Secondary teacher with an interest in ART/CRAFT, PRACTICAL WORK or GENERAL SUBJECTS. Scale 1 post.
London Allowance, £726 plus Special Schools Allowance.
Application forms (large SAE) obtainable from; and to be returned to, the Headteacher as soon as possible.
An equal opportunity employer. (37390) 160022

### ESSEX
NAZEING PARK RESIDENTIAL SCHOOL
Nazeing Park, Waltham Abbey EN9 2DN
Tel: Nazeing 3107
(Roll: 32)
TEMPORARY CLASS TEACHER (Special Education), Scale 1
Required from 1st February, 1987, to cover maternity leave for small group 6/7 year olds with special needs.
For further details contact the Headteacher at the school (foolscap s.a.e. please). (37730) 160022

### HAMPSHIRE
RE-ADVERTISEMENT
THE WAVELL SCHOOL
Lynchford Road, Farnborough, Hampshire GU14 6BH
Mixed Comprehensive 11-16
N.O.R. 725
Required for April 1987.
Scale 1 post.
Special Needs Teacher with suitable qualifications and positive views on integration for an expanding department.
Closing date 19th January 1987.
Letter of application nominating two referees to Head Teacher with s.a.e. for details.
We pursue a policy of equality of opportunity.
Applications particularly welcome from people with disabilities. (45915) 160022

### HAMPSHIRE
SOUTH EAST HANTS AREA
WATERLOO SCHOOL
Warfield Avenue, Waterlooville, Portsmouth, Hants.
Tel: Waterlooville 255956
Headteacher: Mr. Davies
Required Easter, 1987 or earlier, assistant teacher in Upper School.
Scale 1 SSA.
Closing date: 23rd January, 1987.
We pursue a policy of equality of opportunity. Applications are particularly welcome from people with disabilities.
Please apply to Headteacher enclosing s.a.e. for further details and application form. (37710) 160022

### HEREFORD AND WORCESTER
COUNTY COUNCIL

HEREFORD
BLACKMARSTON SCHOOL
Ross Road, Hereford HR2 7RL

Required from April, 1987, a suitably qualified or experienced teacher for a group of children with severe learning difficulties aged 5-8 years. Scale 1(S).

Application forms and further details available from Headteacher (S.A.E. please). (37533) 160022

### HERTFORDSHIRE
TEACHER (Scale 1s)
Required from April 1987 to take a lower seniors class in this all age school for children and young people with severe learning difficulties.
Visits welcome.
Write to The Head Teacher, Woodfield School, Malmes Croft, Leverstock Green, Hemel Hempstead HP3 8RL, enclosing a large s.a.e. for an application form and details. (37167) 160022

### HERTFORDSHIRE
HILLTOP SCHOOL
Webb Rise, Stevenage
TEACHER SCALE ONE (plus special school allowance)
Required as soon as possible for this residential school for junior aged children who have emotional, behavioural and learning difficulties. Applicants should have experience in mainstream schools. The person appointed will be responsible for a class and should be prepared to teach a specialised area of the curriculum throughout the school. Extraneous duties available for a maximum of 15 hours per week.
For further details and application forms please send a s.a.e. to Hilltop School, Webb Rise, Stevenage SG1 5QU. (36245) 160022

### HOUNSLOW
MARTINDALE SCHOOL
Martindale Road, Hounslow
Tel: 01-570 9169
No on roll: 87
Headteacher: Mrs. G.L. Boyd
Scale 1 plus special schools allowance
Required as soon as possible.
Full time Teacher for this Special School for pupils aged 3 to 19 with physical handicaps and a range of learning difficulties. The person appointed will work with severe multiple handicapped children (6 to 10 years) and for this post a qualification or experience in the Education of the Developmentally Young would be an advantage.
Special School experience is desirable but most of all we are looking for someone who has a flexible approach and who has the ability to work as part of a multi disciplinary team.
Application forms available from the Director of Education, Civic Centre, Lampton Road, Hounslow TW3 4DN. (Ref PA/EBA) to whom they should be returned within 10 days.
London Allowance: £726 p.a.
We are an equal opportunities employer. (37507) 160022

### HUMBERSIDE
EDUCATION COMMITTEE
GRIMSBY DIVISION
SUTCLIFFE SPECIAL SCHOOL (SLD)
Second Avenue, Grimsby DN33 1NU
Required as soon as possible:
An enthusiastic TEACHER, SCALE 1(S) to work within a team in the Senior Department, developing and implementing Independence Training programmes for a large group of adolescents with a wide range of abilities and needs. Special Education Training and/or experience in teaching pupils with severe learning difficulties preferred.
Application forms and further information are obtainable from the Head Teacher at the school (on receipt of s.a.e.), to whom completed forms should be returned by 19th January, 1987. (37742) 160022

### SURREY
LINK SECONDARY SCHOOL
See main advertisement under Independent Schools, other than by Subject Classification. (37068) 160022

### LINCOLNSHIRE
THE WILLIAM HARRISON SCHOOL
Middlefield Lane, Gainsborough DN21 1PU
Group 5(s) - Roll 100
Required for April 1987. Enthusiastic and competent teacher for Senior Department of this Day Special School for Children with Moderate Learning Difficulties. Scale 1 SSA. Teaching commitment will include general subjects within Modified Curriculum plus Home Economics. (Specialist Home Econ., training not essential).
Readvertisement. Previous applicants need not re-apply but will be considered.
SAE to Head for form and details. Closing date 23 January 1987. (T230). (45910) 160022

### LONDON W5
BLOOMSBURY HEALTH AUTHORITY
NUFFIELD SPEECH AND LANGUAGE UNIT
Required as soon as possible a TEACHER (Nursery/Infant) to join a multi-disciplinary team working with up to twelve 4 to 6 year-olds with specific speech and language disorders.
Scale 1/2 London Weighting.
Application Form from Personnel Department, Royal National Throat, Nose and Ear Hospital, Gray's Inn Road, London WC1 Tel: 01-837 8855, Ext. 4131.
Further information from Teacher in Charge 01-997 8480. Closing date: 23.1.87.
Looking towards equal opportunities. (37035) 160022

### MERTON
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
MERTON IS AN EQUAL OPPORTUNITIES EMPLOYER
All applications will be considered on their merits
MELROSE SCHOOL
Church Road, Mitcham, Surrey CR4 3AF
Tel: 01-646 2620
Head Teacher: Mr. V. Wrixon (Acting)
Age Range: 11 - 16 years
No. on Roll: 50
Temporary Teacher required as soon as possible, Scale 1(s) post for suitable applicant.
CLOSING DATE: A.S.A.P.
Application forms and further particulars of the post are available from the Acting Head Teacher at the above address. Please enclose a stamped addressed envelope. (37556) 160022

### NORTH YORKSHIRE

(RE-ADVERTISEMENT)

Teachers required for Easter 1987 at:

SPRINGWATER SCHOOL
Harrogate

Suitably qualified and experienced teacher, for this day special school for children with severe learning difficulties.

Salary: Burnham Scale 1 (SSA).

WELBURN HALL SCHOOL
Kirkbymoorside

Residential special school for physically disabled children, requires teacher offering MUSIC with other subjects.

Qualifications or experience in teaching children with learning difficulties desirable and experience in computer learning (BBC B) advantageous.

Additional duties averaging 15 hrs p.w. undertaken for £2,949 p.a.

Salary: Burnham Scale 1 (SSA) - 2(S) available for suitable candidate.

Applications and further particulars, (sae) from the County Education Officer, Room 508, County Hall, Northallerton DL7 8AE (closing date 23.1.87). (37629) 160022

### NOTTINGHAMSHIRE
COUNTY COUNCIL
PORTLAND TRAINING COLLEGE OF THE DISABLED
LECTURER I IN DESIGN TECHNOLOGY
Salary £6,843 - £11,865 p.a.
Required to commence at the beginning of the Summer term 1987, an enthusiastic teacher of design technology to work with physically handicapped young people, aged 16 years onwards. Applicants should be be required to help establish a practically orientated programme of work within an establishment of approximately 70 'Special Needs' students following a course of Further Education suited to their individual needs. Entry point on the scale according to qualifications and experience.
Application forms and further details are available from and returnable to the Principal at the College, Nottingham Road, Mansfield, Notts. NG18 4TJ. Tel: Mansfield 792141.
Closing date: 31 January.
An Equal Opportunity Employer. (36237) 160022

### OXFORDSHIRE
COUNTY COUNCIL
OXFORD LANGUAGE UNIT
Required for Easter 1987, an experienced teacher (Scale 1 SSA) with good primary practice to teach young children in this 2 tier Unit for children with severe language disorders.
Please send SAE for further details and an application form to the Headteacher, Rose Hill First School, The Oval, Rose Hill, Oxford OX4 2NH.
An equal opportunity employer. (37549) 160022

### SURREY
EDUCATION COMMITTEE
THE PARK SCHOOL
Park Road, Woking, Surrey GU22 7BX
(Children aged 5-16 with mild learning difficulties)
Teacher required in April 1987 for a small group of 9-10 year olds. Musical ability an advantage. Special School experience desirable, but not essential.
Application form and details from Headteacher. Tel: Woking 72057. Closing date 23.1.87. (37913) 160022

### STAFFORDSHIRE
COUNTY COUNCIL

QUINCE TREE SCHOOL
Quince, Tamworth B77 4EN

Assistant Teacher (Scale 1 plus SSA) required to work in a team teaching situation in the Lower School at this all age school for children with severe learning difficulties. Special School experience or special qualifications would be an advantage.

Application forms obtainable from and returnable to the Teacher-in-Charge (s.a.e.).

CHERRY TREES SCHOOL
Giggetty Lane, Wombourne, Wolverhampton WV5 0AX

Assistant Teacher (Scale 1 plus SSA) required at this all age school for children with severe learning difficulties, preferably with an initial or post entry training and/or experience in teaching children with severe learning difficulties.

Application forms obtainable from and returnable to the Teacher-in-Charge (s.a.e.).

Canvassing will disqualify.

Closing date 10 days from publication.

Trade Union membership encouraged.

An equal opportunity employer.

STAFFORDSHIRE COUNTY COUNCIL. (37070) 160022


Girls' Public Day School Trust

**SYDENHAM HIGH SCHOOL (GIRLS 5–18)**

Applications are invited for the post of

**HEAD**

which will become vacant from 1st January 1988 upon the retirement of the present Headmistress, Miss M.I.J. Hamilton, B.A.

There are 419 girls in the Senior School including a Sixth Form of 77, and 216 in the Junior School. The Head has responsibility for both Senior and Junior Schools. Salary: Burnham Group 9.

*The School participates in the Government's Assisted Places Scheme.*

**For further particulars and an application form write to The Secretary, The Girls' Public Day School Trust, 26 Queen Anne's Gate, London, SW1H 9AN. Closing date for applications: Friday 30th January, 1987.** (02131)


### SURREY
COUNTY COUNCIL
GROVE CENTRE
Grove Rd., Merrow, Guildford
Tel: Guildford 573859 (mornings)
Assistant teacher Scale 1 (plus SSA) required for a small class of children with special needs of mixed ability, in the age range 7-12 years.
An additional qualification for specialised teaching would be an advantage and applicants should have an interest in a multi-disciplinary approach to teaching. Some First School experience might prove relevant. The post is not suitable for a probationer.
Write for further details (SAE please) to the Head of Centre.
Closing date 23rd January 1987. (37086) 160022

### SURREY
EDUCATION COMMITTEE
SCALE 1 (S) TEACHER
Required from April 1987 to be responsible for a new unit for about ten primary aged children with Language Impairment, which is to be established at St. Catherine's County First & Middle School, Bletchingley. Relevant qualifications and/or experience would be welcome.
Application form and further details from the South East Area Education Officer, 123 Blackborough Road, Reigate RH2 7DD: Tel: Redhill 74166. Closing date 23 January 1987. (46267) 160022

### WILTSHIRE

Please see display advertisement on Page 32. (12952) 160022

## Independent Schools

## Headships

### HARROW
Head Teacher required for Buckingham College, Harrow, an independent grammar school for boys, incorporating a mixed Sixth Form. There are 160 day-boys on the roll, aged from 11-18. The post is available from September, 1987, and all applications will be treated in the strictest confidence.
Please contact Mr. M.F. Leach, Managing Trustee, The E. Ivor Hughes Educational Foundation, 13 Hindes Road, Harrow, Middx. HA1 1SH (Tel: 01-427 8070). (37306) 180010


**MILTON ABBEY SCHOOL**

**APPOINTMENT OF HEAD**

The Governors of Milton Abbey School invite applications for the post of Head from 1st September, 1987, following the appointment of Mr. Simon Hall as Warden of Glenalmond College.

Founded in 1954, Milton Abbey is a Boarding School for 280 boys between the ages of 13 and 18.

Details of the Appointment and Application Forms may be obtained from:

**The Secretary to the Governors, Milton Abbey School, Blandford, Dorset DT11 0BZ**

**Applications close on 16th January, 1987.** (02109)



**THE RED MAIDS' SCHOOL WESTBURY-ON-TRYM BRISTOL**

**APPOINTMENT OF HEAD**

Applications are invited for the post of Head which will become vacant on the appointment of the present Headmistress, Miss Enid Castle, B.A., to be Principal of Cheltenham Ladies' College in September, 1987.

The School is an Independent Girls' Boarding and Day School. There are 480 girls in the School (including 110 in the Sixth Form) of whom 130 are boarders. There is a Junior School of 60 day girls.

**Group 9 salary and rent-free house. Particulars from the Office of the Governors, The Red Maids' School, Orchard Street, Bristol BS1 5EQ.** (13854)



**THE ROYAL NAVAL SCHOOL HASLEMERE, SURREY.**

**GSA (300 Girls Day/Boarding)**

The Governors invite applications for the post of

**HEAD**

which will become vacant on 1st September, 1987, upon the appointment of Miss D.M. Otter to the Headship of Bedford High School.

**Further details and application form can be obtained from the Clerk to the Governing Body, Royal Naval School, Haslemere, Surrey, GU27 1HQ. Closing date for applications 2nd February, 1987.** (04592)

## INDEPENDENT EDUCATION
continued

### Deputy Headships Second Masters/ Mistresses

**CUMBRIA**
SEDBERGH SCHOOL
Cumbria
An Independent Boarding School for boys aged 11-18 years requires for September, 1987, following the appointment of Dr. G.M. Stephen to the Headship of The Perse School,
A SECOND MASTER
To undertake administrative and teaching duties within the School.
Further details may be obtained from the Headmaster.
Applications, with telephone numbers, full curriculum vitae and the names and addresses of two referees should be sent to The Headmaster, Sedbergh School, Sedbergh, Cumbria LA10 5HG, by Monday, 26th January, 1987. (37737) 180012

**LONDON SW19**
WIMBLEDON HIGH SCHOOL G.P.D.S.T.
Required for September 1987 for the Senior School, a well qualified Deputy Head Teacher, with wide teaching and pastoral experience, sound administrative ability and an interest in curriculum development. Senior School at present 3 form entry, 115 in Sixth Form.
Burnham Group 9, expanding to 10 on completion of new buildings.
London Weighting.
Closing date for applications Friday, 23rd January 1987.
Apply in writing to the Headmistress, Wimbledon High School (GPDST, Mansel Road, Wimbledon, London SW19 4AB enclosing curriculum vitae and the names and addresses of two referees. (37313) 180012

**SOMERSET**
BRUTON SCHOOL FOR GIRLS
Sunny Hill, Bruton, Somerset BA10 0NT
Tel:- Bruton (0749) 812277
Following the appointment of the Deputy as Head Mistress, applications are invited for the post of Deputy Head.
Either as a resident or non-resident post which becomes vacant in September 1987. The school is a Day/boarding school for 570 girls aged 8-18 years.
Further information from the Headmistress at the school. Closing date for applications 26th Janury 1987.
(37088) 180012

### By Subject Classification

### Art and Design

#### Heads of Department

**HAMPSHIRE**
LORD WANDSWORTH COLLEGE
Long Sutton, Nr. Basingstoke
Tel: 0256 862482
HMC 400 Boys 11-18
CRAFT, DESIGN, TECHNOLOGY
A new Head of Department will be required from September 1987.
The subject has made considerable advances in the school over the last few years and the teacher appointed should have a lively and energetic approach; an ability to enthuse pupils is as important as any other qualification.
The school is attractively situated in rural Hampshire, an hour by train from Waterloo. There is a strong sense of community and the Lord Wandsworth Trust supports from 100 Foundationers at the school.
Single and married accommodation is usually available; salary, a scale which is above Burnham, will be according to age and experience.
Applications, including C.V. and the names and addresses of two referees should be sent to the Headmaster from whom further details of the post and school may be obtained. (37192) 181218

### Classics

#### Other Assistants

**OXFORDSHIRE**
OXFORD HIGH SCHOOL G.P.D.S.T.
Belbroughton Road, Oxford OX2 6XA
Tel: (0865) 59888
(600 girls 9-18, 150 in sixth form)
Temporary part-time teacher of CLASSICS wanted from February half term to the end of the summer term. Ability to teach some History to 11-12 year-olds would be an advantage.
Applications, including names, telephone numbers and addresses of two referees, should be sent to the Headmistress as soon as possible. (37448) 181624

### Commercial Subjects

#### Other Assistants

**DUBAI**
THE RASHID SCHOOL FOR BOYS
Substantial Tax free salaries. See Overseas.
(37598) 181824

### Computer Studies

#### Heads of Department

**HAMPSHIRE**
LORD MAYOR TRELOAR COLLEGE
HEAD OF DEPARTMENT FOR COMPUTER STUDIES
Required from 27 April 1987, or as soon as possible thereafter.
This is a non-maintained special boarding school for 280 physically handicapped boys and girls aged 9-19 with a normal range of intelligence. Excellent facilities: Econet system using BBC computers; generous budget for developments. This is a challenging and demanding post with unique opportunities for curriculum development and initiative.
Full time Computer Technician.
Salary Scale 2 (6) with additional £1,179 for 6 hours per week of additional duties.
SAE for further details and application form to: The Headmaster, Lord Mayor Treloar College, Upper School, Holybourne, Alton, Hants. GU34 4EN. (37305) 182018

#### Other Assistants

**LONDON NW1**
THE INTERNATIONAL SCHOOL OF LONDON
Crowndale Road
Requires as soon as possible a graduate to teach Computer Studies and some Mathematics. Candidates must have the ability and experience to teach to 'O' leve in Computer Studies.
The school has excellent facilities for teaching Computer Studies and prepares students for both O/GCSE and International Baccalaureate examinations.
Please apply to the Headmaster, Mr. J.E. Parkes. The International School of London, Crowndale Road, London NW1 1TR. Tel: 01-388 9241. (37120) 182024

### Craft, Design & Technology

#### Other Assistants

**LONDON EC4**
CITY OF LONDON SCHOOL
HMC 800 day boys 10-18
A well-qualified and enthusiastic teacher of DESIGN AND TECHNOLOGY is required for September 1987 to help expand this new and well-resourced department. Applications from newly qualified teachers will be welcome.
Salary substantially above Burnham. The school moved in summer of this year to magnificent newly-built and newly-equipped premises on a riverside site in the City.
Applications, accompanied by a full curriculum vitae and the names, addresses and telephone numbers of three referees, should be made by 30th January to the Headmaster, City of London School, Queen Victoria Street, London EC4V 3AL (01-489 0291), from whom further details may be obtained. (36047) 182124

**DUBAI**
THE RASHID SCHOOL FOR BOYS
Substantial Tax free salaries. See Overseas.
(37596) 182124

### Economics & Business Studies

#### Other Assistants

**LONDON W5**
ST. ANNE'S CONVENT SCHOOL
Little Ealing Lane, London W5
(250 girls)
Requires in September a graduate to teach (1) Economics and (2) Government and Politics, at Advanced Level. London Burnham salary.
Apply to the Headmistress, enclosing C.V. and S.A.E., or Tel: 01-567 1566.
(37217) 182224

### English

#### Heads of Department

**BERKSHIRE**
Well-qualified, energetic Director of Studies, experienced in Residential English Language Course for students aged 15 and over, is required for our Summer programme. Salary commensurate with considerable responsibility.
Further details and application form from Holiday Course Office, Padworth College, nr. Reading, Berks. RG7 4NP, enclosing LARGE s.a.e. (37090) 182418

**DUBAI**
THE RASHID SCHOOL FOR BOYS
Substantial Tax free salaries. See Overseas.
(37590) 182418

#### Other Assistants

**BRISTOL**
CLIFTON COLLEGE
Bristol
Young ENGLISH graduate required for September, 1987 to teach throughout the school to university entrance standard. A willingness to play a full part in the life of the school outside the classroom is essential, particularly in drama, CCF, social service or games.
Salary: Clifton scale. Accommodation available.
The school will be admitting girl boarders (aged 13-18) for the first time in 1987.
Further details of the appointment may be obtained from the Headmaster, Clifton College, Bristol BS8 3JH, to whom applications (enclosing curriculum vitae and the names and addresses of two referees) should be submitted as soon as possible. (46360) 182424

**DUBAI**
THE RASHID SCHOOL FOR BOYS
Substantial Tax free salaries. See Overseas.
(37594) 182424

**LONDON SW19**
KING'S COLLEGE JUNIOR SCHOOL
Wimbledon Common SW19 4TT
Tel: 01-946 2503
IAPS 371 day boys 8 to 13
There will be a vacancy in September 1987 for a graduate to teach ENGLISH throughout the School including classes to Entrance Scholarship level.
The post has considerable scope for career development and is especially suitable for an experienced teacher looking for a broad programme and increased responsibility in a large school. There is a large purpose-built library and a new theatre will be built in 1987. A subsidiary subject such as History or French will be an advantage. Help with extra-curricular activities and games, for example cricket or tennis, is an important part of the job.
Salary according to KCS Scales. The Junior School shares a site and facilities with the Senior School and there is opportunity to take part in the wider life of the School.
Applications by personal letter with full curriculum vitae and the names of two referees to the Headmaster, from whom further particulars may be obtained. (37354) 182424

**NORTH YORKSHIRE**
HARROGATE COLLEGE
Public Independent School for Girls
(mainly boarding)
A suitabdly qualified teacher of DICTION and SPOKEN ENGLISH (part-time) required as soon as possible. Hours required 4.30 to 6.30 pm three evenings per week and/or Saturday mornings during term time.
Full details of qualifications, age and experience together with the names and addresses of two referees to be sent to The Headmistress, Harrogate College, Clarence Drive, Harrogate HG1 2QG (Tel: Harrogate 504543).
(37925) 182424

**SHROPSHIRE**
SHREWSBURY SCHOOL
Graduate to teach English throughout the School required for September 1987. The post is suitable for someone recently qualified or someone with three of four years' teaching experience. An ability and willingness to help with extra curricular activities will be a strong recommendation.
Accommodation available. Own salary scale.
Applications with C.V. and the names, addresses and telephone numbers of two referees should be sent to the Headmaster, The Schools, Shrewsbury, Shropshire SY3 7BA, from whom further details may be obtained. (46231) 182424

### Geography

#### Heads of Department

**DUBAI**
THE RASHID SCHOOL FOR BOYS
Substantial Tax free salaries. See Overseas.
(37592) 182611

#### Other Assistants

**LONDON**
GEOGRAPHY
Required immediately Geography Teacher part-time (0.5) to O level/GCSE.
Tel: Headmaster 01-969 2651 or 01-994 2992. The Corona Stage Academy, Ravenscourt Park, Hammersmith W6.
(04692) 182624

**SURREY**
ROYAL NAVAL SCHOOL
Haslemere, Surrey
GSA (300 Girls Day/Boarding)
Required from 22nd April to 15th July 1987 temporary part-time teacher of Geography to teach 12 periods (1st to 4th Year inclusive) on Mondays, Thursdays & Fridays. Graduate preferred with some teaching experience. Burnham Scale 1. Non-resident post.
Apply with full c.v. & names and addresses of 2 referees to the Headmistress.
(37017) 182624

### History

#### Other Assistants

**LONDON W1**
There is an interesting part-time post available for a well-qualified historian.
Please see advertisement in General Administration.
(37699) 182624

ROYAL GRAMMAR SCHOOL GUILDFORD

**DEPUTY HEAD**

required in September (or April if available) on the appointment of the present incumbent to a Headship.

**Please write for full details to the Headmaster (DH), Royal Grammar School, High Street, Guildford, Surrey GU1 3BB.**

(02115)

**Stanbridge Earls School**
**Romsey, Hants. SO51 0ZS**

Required for April 1987 (or September 1987) a graduate teacher for GCSE and A Level teaching of 3-Dimensional Craft & Design with an emphasis on wood, but pottery and plastics also involved. Craft is an extremely important subject within the School curriculum. Salary Scale Burnham 2.

Small, independent, co-educational Boarding School (member of SHMIS) with 170 on roll (13-18). Living-out allowance or accommodation available.

Unusually beautiful School, excellent sports and adventure set-up for which help would be an advantage.

**Apply with Curriculum Vitae to the Headmaster, naming two referees.**

(02161)

ST. ANNE'S SCHOOL
Windermere

Applications are invited for the post of

**DEPUTY HEAD**

St. Anne's is an independent girls school of 320 girls 11–18 with a flourishing sixth form and excellent academic results. This is an exciting and challenging post the Governors are seeking to fill for September 1987.

**Letters of application with a C.V. and the names and addresses of three referees should be sent to the Headmaster, St. Anne's School, Browhead, Windermere, Cumbria LA23 1NW, from whom further details are available.**

(02108)

**NORWICH SCHOOL**
**HMC – Day and Boarding**

Required for September 1987, A Qualified Teacher to join a well-established C.D.T. department.

The successful applicant should be capable of teaching C.D.T. at G.C.S.E. and A Level. This is a core subject in the 11-16 Curriculum. An interest in Electronics welcome.

Willingness to play a full part in the extra curricular activities (especially games) essential. Salary is above Burnham according to qualifications and experience.

**Applications and further details:**
**The Head Master, Norwich School, 70, The Close, Norwich, NR1 4DQ (0603-628833). Enclose the names of two referees with telephone numbers.**

(13876)

**Stanbridge Earls School**
**Romsey, Hants. SO51 0ZS**

Required for April 1987 (or September 1987) a graduate teacher for GCSE and A Level teaching – also ability to organise Humanities Course for first-years. Salary Scale Burnham 2 or above for suitable candidate.

Small, independent, co-educational Boarding School (member of SHMIS) with 170 on roll (13-18). Living-out allowance or accommodation available.

Unusually beautiful School, excellent sports and adventure set-up for which help would be an advantage.

**Apply with Curriculum Vitae to the Headmaster, naming two referees.**

(02160)



## INDEPENDENT EDUCATION
continued

**DULWICH/LONDON**
ALLEYN'S SCHOOL
Townley Road, Dulwich, London SE22 8SU
H.M.C. Co-educational Day School
900 pupils, 230 in Sixth Form
There will be a vacancy in September, 1987, for a graduate to teach History throughout the school. 'A' level and Oxbridge work will be available and the school has its own salary scale, above present Burnham, with London Allowance. Accommodation will be available, if required.
Ability to assist in extra-curricular activities, including games, would be an advantage.
Applications, including a full curriculum vitae and the names, addresses and telephone numbers of two referees, should be sent to the Headmaster at the school as soon as possible.
(46235) 182824

### Mathematics

#### Heads of Department

**OXFORDSHIRE**
KINGHAM HILL SCHOOL
Kingham, Oxon.
SHMIS, GBA
Required for September 1987. Graduate to be responsible for the teaching of Mathematics to 'A' level.
The School, situated on a large estate between Stow-on-the-Wold and Chipping Norton, is a Christian foundation boys boarding school, ages 11-18, 250 on roll. Many of the pupils are financed, through boarding need, by the Kingham Hill Trust, or by other independent charities and by L.E.As.
Readiness to play a leading role in the corporate life of a residential institution a strong recommendation.
Family accommodation rent and rate free.
Details from and applications to The Warden, Kingham Hill School, Kingham, Oxon. OX7 6TH. (Tel: 060871) 218. (37447) 183418

#### Other Assistants

**DUBAI**
THE RASHID SCHOOL FOR BOYS
Substantial Tax free salaries. See Overseas.
(37595) 183424

**LONDON EC4**
CITY OF LONDON SCHOOL
HMC 800 day boys 10-18
A good honours graduate is required for September 1987 to teach MATHEMATICS throughout the School.
Salary substantially above Burnham. The school moved in summer of this year magnificent newly-built and newly-equipped premises on a riverside site in the City. The Mathematics Centre will have its own computer network, and in adddition each classroom is equipped with a computer. The school has a long-standing record of high academic achievement in Mathematics.
Applications, accompanied by a full curriculum vitae and the names, addresses, and telephone numbers of three referees, should be made by 30th January to the Headmaster, City of London School, Queen Victoria Street, London EC4V 3AL (01-489 0291), from whom further details may be obtained. (36046) 183424

**LEEDS**
LEEDS GIRLS' HIGH SCHOOL
(Grammar School Foundation)
Headingley Lane, Leeds LS6 1BN
Tel: Leeds 744000
Required for April or September 1987, a well qualified graduate to teach Mathematics PART-TIME. Burnham Scale 1 - Scale 2 available for suitable applicant.
Further details available from the School Secretary at the above address.
(37210) 183424

**SHROPSHIRE**
SHREWSBURY SCHOOL
Mathematician to teach throughout the School required for September 1987. The post would suit a newly qualified graduate or someone with three or four years' teaching experience. An ability and willingness to help with extra curricular activities will be a strong recommendation.
Accommodation available. Own salary scale.
Applications with C.V. and the names, addresses and telephone numbers of two referees should be sent to the Headmaster. The Schools, Shrewsbury, Shropshire SY3 7BA, from whom further details may be obtained.
(46230) 183424

**WILTSHIRE**
ST. MARY'S SCHOOL
Calne
Mathematician required from September 1987 for a strong department. Nearly all girls will be taking the higher level G.C.S.E. At 'A' level, single subject and Further Mathematics are taught with both statistics and mechanics offered as options. Computing is also taught within the department. Burnham Scale.
Apply with c.v. and referees to: The Headmistress, St. Mary's School, Calne, Wiltshire SN11 0DF. Closing date: 23rd January, 1987.
(37123) 183424

### Modern Languages

#### Heads of Department

**DUBAI**
THE RASHID SCHOOL FOR BOYS
Substantial Tax free salaries. See Overseas.
(37591) 183618

#### Other Assistants

**DUBAI**
THE RASHID SCHOOL FOR BOYS
Substantial Tax free salaries. See Overseas.
(37599) 183624

EXPERIENCED SCHOOLMASTER to fill the gap at short notice. French, Spanish, (Latin, German, English) Games, boarding school activities etc. Ring 95474249.
(37568) 183624

**LONDON NW1**
'SYLVIA YOUNG THEATRE SCHOOL'
Require as soon as possible, experienced teacher for spoken French for the secondary school on Tuesdays only.
Please send CV to Ms. M. Melville, Sylvia Young Theatre School, Rossmore Road, Marylebone NW1 6NJ.
(37446) 183624

**SHROPSHIRE**
SHREWSBURY SCHOOL
Modern Linguist to teach French and Spanish throughout the School required for September, 1987. The post would suit a newly qualified graduate or someone with three or four years' teaching experience. An ability and willingness to help with extra curricular activities will be a strong recommendation.
Accommodation available. Own salary scale.
Applications with C.V. and the names, addresses and telephone numbers of two referees should be sent to the Headmaster, The Schools, Shrewsbury, Shropshire SY3 7BA, from whom further details may be obtained. (46229) 183624

### Music

#### Other Assistants

A MUSIC TEACHER is required for part-time work, up to 8 hours a week, at The Independent Jewish Day School. Please apply with C.V. to the Head Teacher, 46 Green Lane NW4 2AH or Tel: 203 2299. (46236) 183824

**GLOUCESTERSHIRE**
DEAN CLOSE SCHOOL
H.M.C., 430 pupils, 13-18
Co-educational, boarding and day
Requires in SEPTEMBER 1987 an enthusiastic MUSICIAN to be a full-time assistant participating fully in the life and work of the School.
Preference will be given to someone able to offer teaching to 'A' level and who is willing to conduct a variety of groups and ensembles.
First of second post applications will be welcome in this large and flourishing department. (37930) 183824

**WILTSHIRE**
ST. MARY'S SCHOOL
Calne
Full-time Music Teacher required for the Summer Term 1987 to join large and active department. String specialist preferred. The post combines class teaching in the Junior and Senior School and instrumental teaching. Applicants should specify their particular areas of interest.
Apply to the Headmistress with c.v. and referees to: St. Mary's School, Calne, Wilts SN11 0DF. Closing date 23rd January, 1987. (37122) 183824

### Pastoral

#### Other Assistants

**BRISTOL**
Required for January 1987, a resident assistant housemistress (non-teaching, or state teaching subjects) for boarding house of 40 girls (13-16) in small independent school with friendly, family atmosphere. Should be willing to play a full part in extra-curricular activities and supervisory boarding duties.
Please apply in writing to the Headmistress, The Collegiate School, Winterbourne, Bristol BS17 1RL, with full C.V. and the names and addresses of two referees. (37330) 184024

**DORSET**
SHERBORNE SCHOOL FOR GIRLS
Dorset
requires a HOUSEMISTRESS
The post involves taking charge of a boarding house of approximately 45 girls, and teaching half a timetable. Salary Scale 3 Burnham. Date of appointment 1st September 1987. Applicants should be a graduate, good honours graduate preferred.
Apply in writing to the Headmistress giving details of age, qualifications, experience and teaching subjects, together with the names and addresses of two referees. (37183) 184024

**EAST SUSSEX**
CHARTERS-ANCASTER COLLEGE
Bexhill-on-Sea, East Sussex
SENIOR HOUSEMISTRESS
Responsible senior person, preferably with a minimum of five years' experience in a boarding school, required from mid April 1987 to organise and supervise all residential duties in girls' boarding school, which has eight to ten residential staff and about 150 boarders aged 8 to 18. Opportunities for some teaching may be available. Salary on a scale from £7,000 p.a. according to qualifications and experience. Free self-contained flat (suitable for single person only) and full board during term time. Applications welcome from academic staff.
Applications, together with full c.v. and names and addresses of two referees to the Headmistress.
(37005) 184024

**SURREY**
ROYAL NAVAL SCHOOL
Haslemere, Surrey GU27 1HQ
(GSA 300 girls - Day/ Boarding)
HOUSE MISTRESS
Required from 21st April, 1987 to take charge of a separate Boarding House of 40 Boarders, aged 11-16. Post suitable for well educated person with good understanding of teenage girls. School experience desirable. Car driver useful. The post is non-teaching, but could be teaching.
Please state subjects offered. Salary according to qualifications and experience.
Applications with full c.v. & names and addresses of 2 referees to the Headmistress.
(37004) 184024

### Physical Education

#### Other Assistants

**DORSET**
SHERBORNE SCHOOL FOR GIRLS
Dorset
Required in September 1987 an assistant in the Physical Education Department. Candidates with special interest in hockey and athletics essential, but this is a post offering a wide scope of activities.
Apply to the Headmistress giving details of qualifications and experience, with the names and addresses of two referees. (37182) 184224

### Science

#### Heads of Department

**DUBAI**
THE RASHID SCHOOL FOR BOYS
Substantial Tax free salaries. See Overseas.
(37593) 184818

**KENT**
KENT COLLEGE
Canterbury
H.M.C. Methodist Co-educational Boarding and Day School Sixth Form of 170)
An experienced teacher is required for September 1987 for appointment as Head of Science and to take charge of the teaching of Physics. The present holder of the post retires in August 1988 but it is intended to appoint his successor one year early (on full Head of Department salary) to give time to assess the direction of Science teaching at the school during coming years. The Department has good facilities and large numbers take Science subjects in the Sixth Form. Salary will be on Burnham Scale 4, plus Kent College allowance (or equivalent following national salary negotiations).
Full details available from the Headmaster, Kent College, Canterbury CT2 9DT, to whom applications should be returned, together with names, addresses and telephone numbers of two referees, by 30th January.
(37098) 184818

#### Other Assistants

**CARLISLE**
Science Teacher specialising in Physics/Chemistry required from September, 1987, this is a residential post and would suit a newly qualified graduate.
Please apply School Manager, Lime House School, Holm Hill, Dalston, Carlisle.
(45885) 184824

**DEVON**
PLYMOUTH COLLEGE
HMC 11-18 Day and Boarding School
690 pupils, Sixth Form 210 including 50 girls
Required for September 1987. Graduate teacher of Biology to work throughout the school in a active successful department. The College has its own Outdoor Centre on Dartmoor. The ability to teach some Junior Chemistry would be an advantage. The post could be suitable for a new entrant or an experienced teacher. Assistance with boys games and/or in a boarding house an additional qualification. Accommodation could be available for a bachelor. Salary above Burnham.
Application including full curriculum vitae and the names, addresses and telephone number of two referees to the Headmaster, Plymouth College, Ford Park, Plymouth PL4 6RN. (37181) 184824

**HEAD OF MATHEMATICS**
**Sherbourne School, Dorset**

Applications are invited for the head of Mathematics at Sherborne, which will become vacant in September.

The Department is a flourishing one with a full-time staff of nine and 120 A Level candidates in the 6th Form.

Accommodation is normally available and the school has its own salary scale above Burnham.

**Applications should be sent by January 27th with curriculum vitae and the names of two referees, should be sent to the Headmaster's Secretary, Sherborne School, Sherborne, Dorset DT9 3AP.**

(02165)

MORRISON'S ACADEMY

**HEAD OF P.E. AND GAMES**

The post of Head of P.E. and Games will become vacant in April, 1987. Applicants should have good experience in physical education and in the organisation of a varied games programme.

**TEACHER OF MODERN LANGUAGES**

There will be a vacancy in April, 1987. Applicants must be able to offer German and at least one other modern language.

Applicants for both posts must be registered, or eligible for registration, with the G.T.C. The successful candidates will be expected to play an active part in co-curricular activities.

**Salary for both posts is above the Scottish National Scale. Applications, with curriculum vitae and the names and addresses of two professional referees, should be sent by Tuesday 27th January, 1987, to the Rector, Morrison's Academy, Crieff, PH7 3AN, from whom further information may be obtained.**

(02153)

ST. MARY'S SCHOOL
Calne

**DIRECTOR OF MUSIC**

Required for September 1987.

Closing date for applications: 23rd January, 1987.

**Further information plus application form available from the Headmistress, St. Mary's School, Calne, Wilts. SN11 0DF. Tel: (0249) 815899.**

(02157)

NEWCASTLE UNDER LYME SCHOOL

*Independent H.M.C.*

*600 boys : 600 girls*

**HISTORY**

Required for April or September a good Honours Graduate to teach History throughout this 11–18 selective school. The post may suit an ambitious first post applicant. A full commitment to extra-curricular activities is essential.

**Please write to The Principal, Newcastle-under-Lyme School, Mount Pleasant, Newcastle, Staffs, ST5 1DB, enclosing curricular vitae and the names and addresses of two referees. Closing date 31st January.**

(02107)

THE ROYAL NAVAL SCHOOL
Haslemere, Surrey
*GSA (300 Girls Day/Boarding)*

**CHAPLAIN**

required from 1st September, 1987. The post is pastoral and teaching to GCSE and 'A' Level (LEAG).

Burnham Scale 2 (at present).

**Applications with full C.V. & names and addresses of 2 referees to the Headmistress by Friday, 30th January, 1987.**

(02113)

**INDEPENDENT EDUCATION**
continued

**ESSEX**
Teacher of Biology with some French required immediately. Burnham Scale 1 plus pension.
Please telephone the Headmaster, Thorpe Hall School, Thorpe Hall Avenue, Thorpe Bay, Essex SS1 3AU. Tel: (0702) 582340. (36043) 184824

**HERTFORDSHIRE**
ST ALBANS HIGH SCHOOL
Townsend Avenue, St Albans, Herts. AL1 3SJ
Church of England Day School 480 girls 11-18 (100 in Sixth Form)
GRADUATE TEACHER OF CHEMISTRY
Required for Summer Term (if possible) or September 1987 to take responsibility for the organisation of the subject under the Head of Science. Candidates should be able to teach Chemistry to O & A levels and University Entrance standard, and be prepared to participate in integrated courses. Scale 2 with London Fringe Allowance and Government Superannuation.
Application by letter with full CV and names, addresses & telephone numbers of 2 referees should be sent as soon as possible to the Headmistress, from whom further particulars are available. (0727 55800). (37445) 184824

**KENT**
ST. LAWRENCE COLLEGE IN THANET
Ramsgate, Kent CT11 7AE
(Tel: 0843 592680)
(H.M.C., Co-ed. Senior School 360. Sixth Form 120)
BIOLOGIST required for April or September, 1987, as Head of Department or Assistant.
A committed Christian, able to coach main games and to take on responsibilities in either a boys or girls boarding house, very strong recommendations.
Own Salary Scale.
Apply with C.V. and names of two referees (with telephone numbers) to The Headmaster. (37681) 184824

**SUFFOLK**
Independent Day & Boarding School
Number on Roll 340
Requires April 1987 or earlier. Qualified teacher of Physics. Ability to teach up to 'A' level. Some familiarity with GCSE courses an advantage.
Resident/Non Resident post available.
Salary - competitive, Scale 2 minimum.
Apply with full CV & 2 referees to:- Headmaster, St. George's School, The Hall, Gt. Finborough, Stowmarket, Suffolk. (Temporary post for one term considered). (36232) 184824

**LONDON W5**
Required September: Experienced graduate to teach Chemistry to GCSE and A-Level. London Burnham salary.
Please apply to the Headmistress for post description and enclose your C.V. and SAE. Enquiries will be answered on and after 8th January.
St. Anne's Convent School, Little Ealing Lane, Ealing W5 4EF. (36187) 184824

## Social Studies

## Other Assistants

**DUBAI**
THE RASHID SCHOOL FOR BOYS
Substantial Tax free salaries.
See Overseas.
(37597) 185024

## Other than by Subject Classification

## Heads of Department

**LONDON SE9**
ELTHAM COLLEGE
HMC Formerly DG 11-18
Day and Boarding Places for 520 Boys, Sixth Form Places for Girls
Immediate applications are invited for the following three challenging senior posts. In all three cases a willingness to make a strong contribution to sporting and/or other extra-curricular activities will be most advantageous: assistance is offered with removal expenses, and living accommodation may be available on site. Further details of the posts are available on request.
HEAD OF GAMES AND P.E. (the present holder retires after 35 years' service) required for April or September 1987 - the successful applicant will be expected to have special expertise in Rugby coaching.
HEAD OF ECONOMICS (the present holder is retiring) required for September 1987 - a graduate to be responsible for the organisation of the department, its teaching and its academic standing.
HEAD OF CDT (new post) required for September 1987 - a well qualified and energetic full-time Head of Department to launch and build up an exciting new post which may suit either a very enthusiastic experienced teacher or an outstanding new graduate.
Apply with full curriculum vitae and names and addresses of two referees to The Headmaster, Eltham College, Grove Park Road, Mottingham, London SE9 4QF. Tel: 01-857 1455. (37679) 185618

## Other Assistants

**BERKSHIRE**
PADWORTH COLLEGE
Runs Easter and Summer Schools for foreign students and staff are needed for the support programme as Social Organisers and Assistants, Housemaster, Housemistress and Assistants, also Couriers, POSSIBLY COMBINED WITH SOME E.F.L. TEACHING. Energy essential, experience an asset.
Further details and application form from Holiday Course Office, Padworth College, near Reading, Berks. RG7 4NP, enclosing LARGE s.a.e. (37092) 185624

**KENT**
KENT COLLEGE
Canterbury
(H.M.C. Methodist Co-educational Boarding and Day School Sixth Form of 170)
An experienced teacher is sought for appointment as Senior Teacher from September 1987. The person appointed will be expected to teach at all levels in the school (though is not confined to any particular subject) and also to take a share of internal administrative responsibilities. In particular this will include a general concern for the oversight and welfare of girls.
Salary will be on the Senior Teacher scale (Burnham or equivalent).
Full details available from the Headmaster, Kent College, Canterbury CT2 9DT, to whom applications should be returned, together with names, addresses and telephone numbers of two referees, by 30th January. (37097) 185624

**MIDDLESEX**
THE AMERICAN COMMUNITY SCHOOLS
Hillingdon
Required immediately, Secondary School Level Teacher (Versatile) to include teaching typing.
Tel: High School Principal for information and application form - Uxbridge 59771. (37678) 185624

**NORTHAMPTONSHIRE**
FALCON MANOR
Towcester NN12 8BN
Co-ed. 11-18
Required April, qualified teacher of general subjects for 11-14 year olds. Help with Computer Studies and Games essential.
Apply with curriculum vitae to Headmaster.
(37249) 185624

**SURREY**
LINK SECONDARY SCHOOL
82/84 Croydon Road, Beddington, Surrey CR0 4PD
Teacher required to provide a remedial approach across the curriculum for children aged 11-16 with specific learning difficulties and/or emotional problems. Interest in Maths, Science or Humanities preferred.
Burnham Scale & OLW.
Apply in writing to Headteacher. (37067) 185624

## Preparatory Schools

## By Subject Classification

## Classics

## Heads of Department

**BUCKINGHAMSHIRE**
THE BEACON SCHOOL
Chesham Bois, Amersham HP6 5PF
(I.A.P.S. Day Preparatory School)
Required for September, 1987 a HEAD OF CLASSICS to teach LATIN to C.E. and P.S.S. level, with some GREEK.
Candidates should be graduates, with experience of teaching, using the best of modern methods to achieve the best of old-fashioned standards.
Burnham Scale with London Fringe Allowance. Head of Department supplement. Government Superannuation. Single Accommodation available.
Apply in writing with full C.V. and the names and telephone numbers of two referees to The Headmaster. (37812) 201618

## English

## Heads of Department

**HAMPSHIRE**
TWYFORD SCHOOL
Winchester SO21 1NW
(I.A.P.S. 150 boys)
Required for April 1987 or September 1987 an experienced and enthusiastic graduate to be Head of the English Department. A key position. Excellent facilities and conditions.
Please apply in writing, enclosing CV and names and addresses of two referees to The Headmaster.
(36215) 202418

## Other Assistants

**DUBAI**
THE RASHID SCHOOL FOR BOYS
Substantial Tax free salaries.
See Overseas.
(37589) 202424

## Geography

## Other Assistants

**BERKSHIRE**
GEOGRAPHY
Required for April or September young teacher, preferably unmarried to take charge of Geography throughout the school. Some teaching experience an advantage. Applicants should be capable of making an outstanding contribution to life in an all boarding environment. Excellent self-contained accommodation. Salary above Burnham.
Applications with C.V., and address and telephone number of two recent referees should be sent to the Headmaster, Lambrook, Winkfield Row, Bracknell, Berks. RG12 6LU. (37135) 203624

**BIRMINGHAM**
Temporary resident teacher of Geography required mid-February to July 1987, to teach the subject to Common Entrance level and to share in the supervision of the girls' boarding house (children aged 7 to 13 years). Burnham Scale 1 salary, plus residential allowance. Interviews late January.
For details write to the Headmaster, The Blue Coat School, Edgbaston, Birmingham B17 0HR. Please enclose curriculum vitae and the names and addresses of two referees. (37307) 202624

## History

## Other Assistants

**KENT**
ST. RONANS BOYS PREPARATORY SCHOOL
Requires History Teacher January 1987;
Apply with references: Headmaster, St. Ronans, Hawkhurst, Kent TN18 5DJ. (37089) 202824

## Mathematics

## Heads of Department

**BUCKINGHAMSHIRE**
THE BEACON SCHOOL
Chesham Bois, Amersham HP6 5PF
(I.A.P.S. Day Preparatory School, 300 boys 4-13)
Required for September 1987 HEAD OF MATHEMATICS Department. Experience of teaching to P.S. Scholarship level and commitment to involvement in a lively Computing department essential. The applicant should have a good record of successful teaching and should be prepared to oversee the Mathematics curriculum throughout the School where methods blend modern and traditional approaches. Attractive salary and working conditions. One-bedroom flat available. Interest in sport and extra curricular activities an advantage.
Apply in writing with full C.V. and the names and telephone numbers of two referees to The Headmaster.
(37813) 203418

## Other Assistants

**LONDON W8**
KENSINGTON PREPARATORY SCHOOL FOR GIRLS
The Girls' Public Day School Trust
17 Upper Phillimore Gardens, London W8 7HF
Independent Day School for girls
Required for Summer Term 1987.
Experienced full-time teacher as Form Teacher 10-11 year old girls, specializing in Mathematics to prepare girls for 11 and 12 Common Entrance examinations. Ability to teach Computing an advantage. Burnham Scale 2 available for suitable applicant plus Inner London Allowance.
Apply in writing to the Headmistress together with Curriculum Vitae and names and addresses of two referees. (37303) 203424

## Modern Languages

## Other Assistants

**NORTH YORKSHIRE**
GROSVENOR HOUSE SCHOOL
Birstwith, Harrogate HG3 2[illegible]
Required end April 1987 FRENCH TEACHER to teach the subject throughout the School (8-13 yrs) to C.E.E. and P.S.S. level. The School is in the country six miles from Harrogate. There are 60 day boys and 40 boarders in the age range to be taught. Usual preparatory school duties. Single accommodation available. Ability to help with games and/or some curricula activities would be a distinct advantage. Burnham Scale. I.A.P.S. Pension Scheme.
Apply in writing to the Headmaster with curriculum vitae and names and telephone numbers of two referees.
(37342) 203624

## Music

## Other Assistants

**LONDON NW8**
ARNOLD HOUSE SCHOOL
Required as soon as possible Piano Teacher. Age range 5 to 13 ½. Approximately 31 pupils. Salary by negotiation.
Applications with the names of two referees to: The Headmaster, Arnold House School, 3 Loudoun Road, St. John's Wood, London NW8 0LH. Tel: 01-286 1100. (37758) 203[illegible]

**LONDON SW19**
WIMBLEDON HIGH SCHOOL
G.P.D.S.T.
Required for April 1987 a well qualified, experienced teacher to be responsible for Junior School class music (8 to 11 years), choir, recorders and thriving Junior Orchestra. Ability to take charge of annual musical and dramatic production with top junior class a strong recommendation. Part-time (0.3) with additional payment for responsibility for orchestra (2 hours weekly). Burnham Scale, London Weighting. Closing date for applications Friday, 23rd January 1987.
Apply in writing enclosing the names and addresses of two referees to The Headmistress, Wimbledon High School, G.P.D.S.T., Mansel Road, Wimbledon, London SW19 4AB. (37214) 203[illegible]

**The School of S. Helen & S. Katharine**
**Abingdon, Oxon OX14 1BE**
(500 girls; 130 in 6th form. Academically selective independent C of E school. Catchment area includes Oxford University, AERE Harwell, JET project at Culham)

# HEAD OF PHYSICS

Required September 1987 good honours graduate to develop the work of an already successful department and to teach to Advanced and Oxford and Cambridge entrance level.

Salary: Burnham Scale 3

**Applications to the Headmistress from whom further particulars may be obtained, with names, addresses and telephone numbers of two referees.**

(02136)

**WELLINGBOROUGH SCHOOL**
**Northamptonshire**
HMC 13-18 CO-ED
Boarding/Day 400 pupils 130 in VI form

Vacancies for three outstanding graduates occur in September 1987 due to retirements:

**1. HEAD OF CHEMISTRY**
**2. LINGUIST: FRENCH with some GERMAN**
**3. MATHEMATICIAN**

The teaching will be to GCSE and A/S level. The third vacancy can either be solely for Mathematics or may be combined with some Science teaching (preferably Physics) or Geography to GCSE. Suitably qualified graduates are invited to apply for any of those possibilities.

A willingness to assist in extra-curricular activities and games coaching or supervision is essential. Salaries are linked to Burnham and will depend on qualifications and experience. Single accommodation can be provided in School property if required.

Applications with c.v. and the names of two referees should be sent to the Headmaster, Wellingborough School, Northamptonshire NN8 2BX.

(11718)

**STREATHAM HILL AND CLAPHAM HIGH SCHOOL**
The Girls' Public Day School Trust
Wavertree Road, London SW2 3SR
Two-form entry

Require
for April or September 1987
(due to retirement of present holder)

# A Physicist to be Head of Science

for this lively, two-form entry Independent Girls' School. An enthusiastic, experienced graduate is sought, capable of developing Science in the School. There are five well-equipped laboratories

Scale 4 post plus Inner London weighting for a really experienced candidate.

**Apply by letter to Headmistress with full C.V., names of two referees and s.a.e.**

(11748)

**OSWESTRY SCHOOL**
**BELLAN HOUSE**
Applications are invited for the post of

# HEAD

of Bellan House, the Infant Department of Oswestry School. The Post falls vacant in September, 1987.

Bellan House is an Independent Day School for approximately 130 pupils aged 3 years to 8 years 6 months. It is run as a separate unit by the Head who has a high degree of autonomy under the Headmaster of Oswestry School.

**Applications, including full C.V., and the names and address of three referees to: The Headmaster, Oswestry School, Oswestry, Shropshire SY11 2TL (Tel: 0691 655711), from whom further particulars may be obtained.**

**Closing Date: Friday, 23rd January, 1987.**

(02171)

# Queen's Gate School London SW7

Required for Spring 1987

# HEAD OF THE JUNIOR SCHOOL

for girls age 4 – 11 years

Burnham Group 3 + Inner London Allowance

**Apply in writing to**

**The Principal, Queen's Gate School, 133 Queen's Gate, London SW7 5LF giving references and names of two referees.**





**PREPARATORY SCHOOLS**
continued

## Pastoral

## Heads of Department

**KENT**
DOVER COLLEGE JUNIOR SCHOOL
Westbrook House, Shorncliffe Road, Folkestone CT20 2NQ
(IAPS Co-educational Boarding & Day, 3-13½)
Required for January 1987 (or as soon as possible) a caring and sympathetic HOUSEPERSON to look after a girls' boarding house consisting of 40 girls aged between 7 and 13.
Applicants should write with a full curriculum vitae plus names and addresses and telephone numbers of two referees to the Headmaster from whom further details can be obtained. (37928) 204018

## Physical Education

## Other Assistants

**ESSEX**
ST. CEDD'S SCHOOL
Maltese Road, Chelmsford, Essex
I.A.P.S. Coeducational 320 pupils 4¼ to 11½
Fully qualified enthusiastic young teacher required for BOYS P.E. from April or September 1987. Applicant should also be able to offer another subject.
Please apply with full C.V. and names, addresses and telephone numbers of two referees to the Headmistress. (36217) 204224

All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd, copies of which are available on request.

# APPOINTMENTS IN SCOTLAND

**EDINBURGH**

ST. MARY'S MUSIC SCHOOL
Old Coates House, Manor Place, Edinburgh EH3 7EB

Tel: 031-225 1831

MATRON

Required as soon as possible for small specialist music school in West End of Edinburgh. Live-in post, all-found during term-time.

For full details, contact the Headmaster.
(37119) 170000

**Comhairle nan Eilean**
**Western Isles Islands Council**

# ASSISTANT DIRECTOR – SECONDARY EDUCATION
**£16,557 – £18,135**

This key post, reporting to the Director will be responsible for the direction, supervision and development of all aspects of Secondary Education and will be expected to take a leading role in Curriculum Development and Staff Training and Development. The number of staff in the Secondary sector is in the region of 290.

Additionally, the successful applicant, as a member of the directorate team, will be required to contribute to the range of services undertaken by the Education Department. A communicative ability in Gaelic, though not essential is desirable.

Applicants should be registered with the GTC, and have experience in a promoted post in school. Previous experience in education administration would be an advantage. Equally important however is the ability to manage and motivate staff.

Chief Officers' Conditions of Service, Essential Car User's Allowance and Car Loan Scheme apply. Full removal expenses, assistance with legal expenses and assistance with housing where possible. Salary quoted includes Islands Allowance £606.

Enquiries to Neil Galbraith, Director of Education. (Tel: 0851 3773 Ext 430).

**Application forms and job description available from the Department of Administration (Personnel), Council Offices, Sandwick Road, Stornoway (Tel: 0851 3773 Ext 213)**

**Closing date for applications 30 January 1987.**

(11718)

SECONDARY SCHOOL
**TEACHING POSTS**
**FRENCH/GERMAN or FRENCH**
**Earlston High School** **Roll 600**

**TEMORARY POST**
**BUSINESS STUDIES**
**Kelso High School** **Roll 707**

Maternity Cover – late February to June 1987
Closing date 21 January 1987.

**Application forms are available from the Personnel Manager, Regional Headquarters, Newtown St. Boswells TD6 0SA. Completed forms should be returned to the Director of Education at Regional Headquarters.**

(13809)

REGIONAL COUNCIL
Borders

## Science

## Other Assistants

**WARWICKSHIRE**
DUNCHURCH-WINTON HALL (I.A.P.S.)
Required for April a teacher to be responsible for SCIENCE in the School. Ability to teach Maths, and possibly to coach hockey, cricket and athletics, would be an advantage.
Burnham Scale 1 post.
Apply with names and addresses of two referees to the Headmaster, Dunchurch-Winton Hall School, Nr. Rugby, Warwickshire CV22 6NQ. (37807) 204824

## Other than by Subject Classification

## Other Assistants

**HAMPSHIRE**
Required for Summer Term 1987 qualified Infant Teacher for a class of 4-5 year olds.
Applications, including C.V. and the names of two referees, to the Headmistress, Wykeham House School, East Street, Fareham, Hants. PO16 0BW by January 23rd, 1987. (37676) 205624

**DORSET**
We are a small but growing independent school in the heart of Dorset. The children's age range from 3½ to 14 years, at present, with plans for an upper school going ahead now.
We need energetic, creative teachers for lower or middle school classes, educational humanities and upper school groups, and part-time French and German classes.
Apply in writing to the College of Teachers, High Lea School, Witchampton, Wimborne, Dorset. (37054) 205624

**KENT**

THE JUNIOR SCHOOL
ST. LAWRENCE COLLEGE

LOWER SCHOOL

Girls and Boys 8 to 9 years

TEACHER

Required for September, 1987.

Details from: The Headmaster, The Junior School, St. Lawrence College, Ramsgate. Tel: (0843) 591788.

Send C.V. and names of two referees.
(37038) 205624

**LONDON NW8**
ARNOLD HOUSE SCHOOL
Required in April, a qualified Teacher to be form teacher of small form of 8 year olds in the Middle School of this Boys Preparatory School. Real opportunity for hard working and imaginative person with a love of children and a gift for teaching. Salary in excess of Burnham together with London Inner-Weighting and Government superannuation.
Application with C.V. and the names of two referees to: The Headmaster, Arnold House School, 3 Loudoun Road, St. John's Wood, London NW8 0LH. (37761) 205624

**LONDON SW19**
Required for April 1987 a well qualified teacher for Junior class in small, independent girls day school. Experience with drama would be an advantage.
Further information available from 946 2684.
Please apply with CV and names of two referees to, The Headmistress, The Study, 4 Peek Crescent, Wimbledon SW19. (37218) 205624

**LONDON**

Required immediately 2 form teachers part-time (0.5) 6/7 year olds, 7/8 year olds.

Telephone Headmaster 01-969 2651 or 01-994 2992. Corona Stage Academy, Ravenscourt Park, Hammersmith W6. (04693) 205624

**MIDDLESEX**
ST. DAVID'S SCHOOL FOR GIRLS
Church Road, Ashford, Middlesex TW15 3DZ
Experienced Teacher, willing to teach any age from 5 to 11, required in April, 1987.
Musical/Artistic ability welcomed: commitment and kindness essential. Teaching of ages 5 to 7 first requirement.
Applications, with names of two referees to the Headmistress. (37247) 205624

**WILTSHIRE**
ST. MARY'S SCHOOL
Calne
Required for our preparatory school, St. Margaret's, for April 1987, an experienced teacher to take charge of a class of 10-11 year olds. Familiarity with Common Entrance syllabus essential. The successful candidate must be able to introduce 9-11 year olds to Computer Studies and to play the piano for assemblies. Burnham Scale. Non-resident post.
Apply with c.v. and referees to: The Headmistress, St. Mary's School, Calne, Wiltshire SN11 0DF. Closing date: 23rd January, 1987. (37124) 205624

## Colleges of Further Education

## Directors, Principals and Vice Principals

**WILTSHIRE**

NEW COLLEGE
Swindon

(F.E. GROUP 5)

Required from the beginning of the Summer Term, 1987.

Vice-Principal for this developing 16 - 19 College, situated on a pleasant campus site.

Salary currently £19.413 per annum.

Further details and application forms (SAE please) from the Principal, Mr. J. Reaney, New College, Helston Road, Park North, Swindon, returnable by 21st January 1987.

EQUAL OPPORTUNITY EMPLOYER.
(37806) 220016

## Heads of Department

**CAMBRIDGESHIRE COUNTY COUNCIL**

An Equal Opportunities Employer

THE HUNTINGDONSHIRE COLLEGE
California Road, Huntingdon PE18 7BL

Applications are invited for the posts of
HEAD OF DEPARTMENT II/EDUCATION OFFICER
H.M. Prison, Littlehey

(Salary Scale: £14,136.00 - £15,933.00)

LECTURER GRADE II/DEPUTY EDUCATION OFFICER
H.M. Prison, Littlehey

(Salary Scale: £8,595.00 - £13,656.00)

To commence work on 1st May, 1987.

Detailed further particulars for these exciting and challenging new posts are available from the Principal at the above address on receipt of a large stamped addressed envelope.

Completed applications should be submitted as soon as possible and no later than 30th January, 1987. (36149) 220018

**Tayside Regional Council**

## EDUCATION DEPARTMENT

**PRIMARY**
**HEAD TEACHER**
MID CRAIGIE PRIMARY SCHOOL, DUNDEE
R.A. £4,305 (under review): Roll – 359

**SECONDARY**
*** PRINCIPAL TEACHER OF MUSIC**
LAWSIDE RC ACADEMY, DUNDEE
R.A. £2,382 (under review)
(RE-ADVERTISEMENT)

* Applicants for this post must satisfy the Roman Catholic Church Authorities as to their Religious belief and character.

**TEACHER POST**
**TEACHER/INSTRUCTOR OF WOODWIND**
DUNDEE AREA

A vacancy exists for an enthusiastic teacher/instructor capable of teaching general woodwind in Primary and Secondary Schools in Dundee. A double reed specialist is preferred but this should not deter applications from players of other woodwind instruments.

In addition to teaching in schools there are opportunities for working with Music Centre orchestras and bands, out of school hours, for which additional payment is made.

Placement on the salary scale £6,606 – £8,172 p.a. or appropriate scale of the Scottish Teachers' Salaries Memorandum would depend on age, qualifications and experience.

**Application forms and full details of the above posts may be obtained from the Education Department (Staffing Section), Floor 8, Tayside House, 28 Crichton Street, Dundee DD1 3RJ to whom they should be returned not later than MONDAY, 26 JANUARY 1987.**

*TAYSIDE REGIONAL COUNCIL IS AN EQUAL OPPORTUNITIES EMPLOYER*

(13885)

New Lanark
Conservation

# EDUCATION OFFICER

New Lanark is a nominated World Heritage Site. A new post of Education Officer has been established, initially for one year.

Applicants should have graduate level qualifications, excellent communication skills, a driving licence, related experience an advantage. Salary similar to teaching post.

**Application by form obtainable from New Lanark Conservation Trust, Counting House, New Lanark, Lanark ML11 9DG. Tel: 0555 61345. Closing date 3rd February, 1987.**

(11723)

dacorum college

**Hertfordshire County Council**
**An Equal Opportunity Employer**

**DACORUM COLLEGE**
**Marlowes, Hemel Hempstead, Herts, HP1 1HD**

**IN ASSOCIATION WITH THE HOME OFFICE PRISON DEPARTMENT**

Applications are invited for the posts of:–

# EDUCATION OFFICER
and
# DEPUTY EDUCATION OFFICER

at the new H M Prison "The Mount" at Bovingdon.

The Education Officer will be a College Head of Department.

Candidates for these senior posts, which are available from 1 May 1987, should be qualified teachers with experience in Adult/Further Education, who can bring creative flair and sound professional judgement to the development of a varied curriculum.

Salary Scales: Education Officer – Head of Department II
£14,136 – £15,933
Deputy Education Officer – L II Grade
£8,595 – £13,656

Both with additional London Fringe Area Allowance of £282.

**Further particulars and application forms (returnable by 27 January 1987) may be obtained from the Principal's Secretary at Dacorum College on receipt of SAE.**

(02133)

marlowes·hemel hempstead·herts HP1 1HD·tel 63771

## COLLEGES OF FURTHER EDUCATION
continued

## Other Appointments

**AVON COUNTY**
CITY OF BATH COLLEGE OF FURTHER EDUCATION
DEPARTMENT OF GENERAL EDUCATION
LECTURER I in PSYCHOLOGY AND SOCIOLOGY
Required as soon as possible, and by April 27 at the latest.
Salary: £6,843 - £11,865 pa, entry point depending on qualifications and experience.
Further particulars and application forms may be obtained from the Principal, Avon Street, Bath BA1 1UP. Closing date, 23 January.
Avon is an equal opportunities employer. (37207) 220026

**CUMBRIA**
COUNTY COUNCIL
KENDAL COLLEGE OF FURTHER EDUCATION
LECTURER GRADE I
FOOTWEAR - TECHNOLOGY & PRACTICE
Post vacant now, candidates should have relevant academic qualifications and experience in the industry.
Application forms and full details from the Principal, Kendal College of Further Education, Milnthorpe Road, Kendal, Cumbria LA9 5AY. Tel: (0539) 24313, to whom applications should be returned by 23.1.87. (37627) 220026

**BEXLEY**
LONDON BOROUGH
ERITH COLLEGE OF TECHNOLOGY
Applications are invited for the following post:
LECTURER GRADE I IN PLUMBING
Required as soon as possible to teach workshop practice, theory and ancillary subjects in City & Guilds Craft, YTS and School/College Link Courses.
Applicants should have an advanced Craft Certificate plus an appropriate post Advanced Qualification and sound industrial experience which should preferably include some Heating & Ventilating Fitting.
Salary: Lecturer Grade I - £7,002 - £13,623 inc.
The LEA operates an Equal Opportunities Policy.
Application forms and further particulars may be obtained from the Senior Admin. Officer, Erith College of Technology, Tower Road, Belvedere, Kent DA17 6JA (Tel: Erith 42331, Ext. 229) to whom they should be returned within fourteen days of the appearance of this advertisement. (37251) 220026

**BUCKINGHAMSHIRE**
COUNTY COUNCIL
MILTON KEYNES COLLEGE
Applications are invited from suitably qualified and experienced persons for the following Lecturer Grade I vacancies.
BUSINESS STUDIES - a person is required to teach a variety of subjects on B/TEC First and National level courses.
CATERING - a person is required on a temporary basis to teach general catering subjects.
ELECTRICAL ENGINEERING/ ELECTRONICS - a person is required to teach electrical/ electronic principles to B/TEC classes at all levels.
MOTOR VEHICLE - a person is required on a temporary basis to teach theory and practical work to YTS classes.
PRE-HOSPITAL - a graduate nurse tutor is required to teachh human biology and childcare and development to pre-hospital students.
SPECIAL NEEDS - a person is required to work at the Whaddon Way Day Care Centre to teach basic skills to mentally and/or physically handicapped adults.
Application forms and further particulars are available from the Principal, Milton Keynes College, Chaffron Way, Leadenhall West, Milton Keynes MK6 5LP on receipt of a stamped addressed envelope (9 6). Please indicate clearly the post for which details are required.
Completed forms should be returned within fourteen days of this advertisement.
(36247) 220026

**EAST SUSSEX**
EASTBOURNE COLLEGE OF ARTS & TECHNOLOGY
Principal J.H. Williams, M.Ed., F.B.I.M., F.R.S.A.
LECTURER II IN CHILD DEVELOPMENT
To be responsible for teaching Child Development in the N.N.E.B. and other courses in the Department of Communication and Caring Studies.
Applicants must hold Cert. Ed/B.Ed (Nursery or Nursery Infant Trained). Experience of teaching N.N.E.B. courses will be an advantage. Salary within the range £8,595 - £15,656.
Application forms and further details from the Principal (P.O.), Eastbourne College of Arts & Technology, St. Anne's Road, Eastbourne BN21 2HS. Tel: (0323) 644711, Ext. 212.
Closing date: January 23rd. (46352) 220026

**ENFIELD**
LONDON BOROUGH OF ENFIELD
EDUCATION DEPARTMENT
SOUTHGATE TECHNICAL COLLEGE
Principal W.A.G. [illegible] M.A., C.Eng., F.I.Mech.E., F.R.S.A.
Required as soon as possible. Post Ref F2
SENIOR LECTURER/DEPUTY HEAD
DEPARTMENT OF FASHION AND DISPLAY
The person appointed will be required to assist the Head of Department with the organisation and administration of courses with special responsibility for the co-ordination of short courses. Preference will be given to those qualified in the field of Fashion Design and Technology.
Salary Scale [illegible] London Weighting [illegible] £15,546 (Bar) - [illegible]
Application forms and further details (please enclose with job reference) are available from the Principal, Southgate Technical College, High Street, Southgate, London N14 6BS, to whom they should be returned within two weeks of the appearance of this advertisement.
(37407) [illegible]

**CUMBRIA**
COUNTY COUNCIL
BARROW IN FURNESS COLLEGE OF FURTHER EDUCATION
Howard Street, Barrow in Furness, Cumbria LA14 1NB
Tel: (0229) 25017
SENIOR LECTURER - BUSINESS STUDIES
Required for 1 May 1987 or as soon as possible thereafter. Applicants should hold graduate and/or appropriate professional qualifications in Accountancy, Law or Economics, have teaching and related administrative experience in further education and have had responsible and relevant industrial or commercial experience.
Salary Scale: £12,615 - £14,820 (Bar Point).
Further particulars and application forms, available from the Principal, to whom completed forms should be returned by Friday 23 January 1987. (S.a.e. please). (37631) 220026

**DURHAM**
COUNTY COUNCIL
DARLINGTON COLLEGE OF TECHNOLOGY
Principal: R. Exelby, M.A., C.Phys., M.Inst.P., F.R.S.A.
Required as soon as possible.
DEPARTMENT OF CATERING, HEALTH AND FASHION.
LECTURER GRADE I IN CHILD CARE SUBJECTS.
Applications are invited for the post of Lecturer Grade I to teach Child Care subjects to N.N.E.B. and a range of Caring Courses.
Applicants will hold SRN and HV qualifications, teaching qualifications and experience would be an added advantage.
SALARY SCALE: £6,843 - £13,656.
Applications form and further particulars (returnable by 23rd January 1987) are available from the Principal, Darlington College of Technology, Cleveland Avenue, Darlington DL3 7BB on receipt of a stamped addressed foolscap envelope. (37015) 220026

**EAST SUSSEX**
EASTBOURNE COLLEGE OF ARTS & TECHNOLOGY
Principal: J.H. Williams, M.Ed., F.B.I.M., F.R.S.A.
LECTURER II IN CHILD DEVELOPMENT
To be responsible for teaching Child Development in the NNEB and other courses in the Department of Communications and Caring Studies.
Applicants must hold Cert Ed/B.Ed (Nursery or Nursery Infant Trained). Experience of teaching NNEB courses will be an advantage.
Salary within the range of £8,595 - £13,656.
Application forms and further details from the Principal (PO), Eastbourne College of Arts & Technology, St. Anne's Road, Eastbourne BN21 2HS Tel: (0323) 644711, Ext. 212.
Closing date: January 9. (37018) 220026

**ESSEX**
THURROCK TECHNICAL COLLEGE
Woodview, Grays
REQUIRED FOR 1 MAY [illegible]
Senior Lecturer in [illegible] teach Foundation and [illegible] Diploma Students and [illegible] the Dean and the [illegible] School in the organisation [illegible] development of courses [illegible] and Design.
SALARY: £12,887 [illegible] point 4) to £16,155 [illegible]
Application forms and further particulars may be obtained from the Principal to whom completed forms should be returned within fourteen days of the appearance of this advertisement. (37734) [illegible]

**HUMBERSIDE**
HULL COLLEGE OF FURTHER EDUCATION
H.M. PRISON (HULL)
Part-time Lecturers required for day-time [illegible] throughout the year [illegible] days) for General Subjects [illegible] Computer Studies.
Application forms available from the Education Officer, H.M. Prison, (Hull), [illegible] Road, Hull, North Humberside HU9 5LS. Tel:- 0482 [illegible] (Ext. 234).
Closing Date: 23rd January 1987. (37086) [illegible]

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South Nottinghamshire College of Further Education

### Head of Department
**Printing, Art and Design**

Applicants should have wide educational and industrial experience. The Department offers full and part-time courses in Art and Design, Photography, Media Studies and Printing. Salary will be Grade III £15 456 £17,253 p.a.

**Application forms and further details are available from and returnable to the Principal at the College, Greythorn Drive, West Bridgford, Nottingham, NG2 7GA. Tel. Nottingham (0602) 812125. Closing date 23 January.**

*An Equal Opportunity Employer.*

Nottinghamshire County Council
County Hall · West Bridgford
Nottingham NG2 7QP

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MID-WARWICKSHIRE COLLEGE OF FURTHER EDUCATION
Warwick New Road, Leamington Spa CV32 5JE

### DIRECTOR OF STUDIES
### (Head of Department Grade IV)

Applications are invited, for this newly created post, from suitably experienced and enthusiastic candidates who have a strong commitment to the devlopment of 14-19 educational policies. Duties include two major areas of full-time course provision – Hairdressing and Caring courses – and cross-college responsibilities for TVEI; school links; 14-19 policy advice; complementary studies programme for all full-time students; the College PE programme.

**Further details and application form from the Principal's secretary. Closing date 23rd January 1987. S.a.e. please.** (11726)

Warwickshire
AN EQUAL OPPORTUNITY EMPLOYER

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ORPINGTON COLLEGE OF FURTHER EDUCATION

### Head of Department
**General Education Grade IV**

Applications from suitably qualified and experienced persons are invited for the above post, from 1st April 1987.

**Application forms available from the Principal's Secretary, Orpington College of Further Education, The Walnuts, High Street, Orpington, Kent. (Closing date within 2 weeks of date of advertisement.) Tel: 0689 39336.**

Bromley
THE LONDON BOROUGH
(0488)

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BEXLEY LONDON BOROUGH
**Erith College of Technology**
Applications are invited for the following post:

### HEAD of FACULTY GRADE IV/V CONTINUING VOCATIONAL EDUCATION from 1 September 1987

This Group VI College was reorganised in 1986 into four Faculties - with Vocational, Vocational and Continuing Vocational Education with [illegible] College support from a Faculty Head of Curriculum & Staff Development.
The vacancy now advertised covers College work in areas which include:
- Short courses
- Work with unemployed
- MSC funded provision
- Advanced Further Education
- Vocational Education post-16

This is an exciting post suitable for an ambitious and experienced [illegible] seeking to provide courses on and off campus for clients in the area [illegible]
The appointment is at Grade IV but could exceptionally, for an outstanding applicant, be offered at Grade V.
Salary in accordance with the Burnham FE scales and London Allowance £712.
Bexley offers an attractive removals package, where applicable.
The L.E.A. operates an Equal Opportunities Policy.
Further details and application forms (s.a.e. please) may be obtained from the Director of Education to whom completed forms should be returned by January 30th, 1987.

DIRECTOR of EDUCATION, TOWN HALL, CRAYFORD, KENT, DA1 4EN
(11706)

Bexley London Borough

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Scarborough Technical College

### Head of Department of Technology

(Grade IV). Salary: £16,704-£18,714

Available from 1 May, 1987. The vacancy arises as a result of the retirement of the present post holder. Applicants should be familiar with developments in New Technology.

**Further details and application forms from The Principal, Scarborough Technical College, Lady Edith's Drive, Scarborough YO12 5RN. Tel: 0723 372105. Closing date 23/1/87.**

NORTH YORKSHIRE COUNTY COUNCIL

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WEST SUSSEX

### Head of Department Secretarial and Language Studies Grade V

Crawley College of Technology, College Road, Crawley, West Sussex RH10 1NR.

Salary Scale: £18,174 – £20,181 + £282 L.W.

Required for Summer Term, 1987 Head of Department Secretarial and Language Studies Grade V.

**Application form and further details available from The Principal on receipt of s.a.e.**

**Completed form to be received within two weeks from date of this advertisement.** (63177)

west sussex

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Lancashire County Council
AN EQUAL OPPORTUNITY EMPLOYER
EDUCATION
Re-advertisement

### RESPONSIVE COLLEGE CO-ORDINATOR

Salary: Burnham FE Head of Department Grade [illegible] (currently £16,704 – £18,714 per annum)

Lancashire Education Authority is to participate in a two year development programme managed by the Further Education Staff College. The aim of the programme is to help Colleges to evolve ways of meeting employer/employee training needs more fully and efficiently. The post is temporary, terminating on the 31st December, 1988. A secondment from industry or education will be considered if appropriate. Experience of industry and/or further education is essential.

**For further details and application forms write (SAE please) Chief Education Officer (Ref S/PB) PO Box 61, County Hall, Preston PR1 8XJ.**

Closing date: 22nd January, 1987.



Berkshire
**BRACKNELL COLLEGE**
**Required by April 1987 or sooner if possible**
Department of Business, Catering and General Studies

### PRINCIPAL LECTURER/ DEPUTY HEAD OF DEPARTMENT.

Applications are invited from graduates and/or professionally qualified persons. While the academic and/or professional discipline of the successful candidate is not of prime importance, the appointee should be able to teach in at least one of the fields covered by the Department.

**Department of Engineering, Science and Mathematics**

LECTURER II in MICROPROCESSORS, COMPUTER APPLICATIONS and ALLIED SUBJECTS for National Certificate, Craft and short courses.

LECTURER II in ELECTRONICS and ALLIED SUBJECTS for National Certificate, Craft and short courses. Ability to offer Computer Systems would be an advantage.

LECTURER I in ELECTRICAL INSTALLATION and ALLIED SUBJECTS required to teach on CGLI 236 Part I and Part II CITB courses.

**Department of Secretarial Studies**

LECTURER I in SECRETARIAL SKILLS required to teach shorthand (Teeline), typewriting, secretarial procedures and information processing.

Salary in accordance with Burnham Further Educational Scale plus London Fringe Allowance.

Assistance with housing and removal expenses may be given.

Further particulars and application forms, which should be returned within 10 days of the appearance of this advertisement, to the Principal, Bracknell College, Church Road, Bracknell, Berks. RG12 1DJ. Telephone: 0344 420411.

An equal opportunity employer. (13856)

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### SL II COMPUTER DATA PROCESSING/ INFORMATION TECHNOLOGY

For the Borders College of Further Education based at Hawick.

Applications are invited from those qualified to Degree level with relevant experience in further education and industry or commerce.

This post within a matrix management system is for a curriculum leader for a range of courses up to HNC level. Opportunity also exists for contributing to and managing other College functions.

Closing date 19 January 1987.

**Application forms and further particulars may be obtained from the Personnel Department, Regional Headquarters, Newtown St. Boswells. Completed forms should be returned to the Personnel Department.** (13853)

REGIONAL COUNCIL Borders

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BLACKBURN COLLEGE
*An Institution of Tertiary and Higher Education*

**BLACKBURN COLLEGE**
Feilden Street, Blackburn BB2 1LH
**SCHOOL OF BUSINESS AND SECRETARIAL STUDIES**

**LECTURER GRADE 1: BUSINESS STUDIES** (Ref: BS3)
Should be prepared to teach a range of Business Studies subjects on BTEC and CPVE Courses.

**LECTURER GRADE 1: SECRETARIAL STUDIES** (Ref: BS4)
Should be prepared to teach a full range of secretarial subjects on a number of Secretarial courses.

Applicants for both posts should have an appropriate degree or professional qualification.

SALARY: Lecturer Grade 1 – £6,843 to £11,865

Application forms and further details can be obtained from the Vice Principal (Resources) at the College on receipt of a 9 x 6 Stamped Addressed Envelope.

Closing date: 21st January, 1987. (16700)

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## COLLEGES OF FURTHER EDUCATION
continued

**HUMBERSIDE**
COUNTY COUNCIL
HULL COLLEGE OF FURTHER EDUCATION
(In association with the Home Office)
Applications are invited for the post of Senior Lecturer/ Deputy Education Officer at HM Youth Custody Centre (Everthorpe), (Hull College of Further Education). This is a middle management appointment and the successful applicant will be expected to take responsibility for the daily operation of an Education Department consisting of 7 Full-time and 35 Part-time staff.
Applicants will be expected to have a good teaching qualification, a reasonable degree of management experience and a commitment to a student-centred approach to education.
Further details and application forms can be obtained from the Administrative Officer (Personnel) at Hull College of Further Education, Queen's Gardens, Hull HU1 3DG. Tel:- 0482 29943, (Ext. 236).
The closing date is 23rd January 1987. (36212) 220026

**KENT**
CHRIST CHURCH COLLEGE
Canterbury
Required for September 1987
LECTURER II/SENIOR LECTURER IN RELIGIOUS STUDIES.
Applicants should have good qualifications and successful teaching experience in either primary or secondary schools.
The person appointed will contribute to B.A., B.A.(Ed.).
Salary Scale: Lecturer II/ Senior Lecturer £8,595 - £15,873 p.a.
For further details write to the Principal, Christ Church College, Canterbury CT1 1QU enclosing s.a.e. Closing date for applications: 28th January 1987. (04697) 220026

**KENT**
CHRIST CHURCH COLLEGE
Canterbury
Required for Summer Term 1987
LECTURER II/SENIOR LECTURER IN SPECIAL EDUCATIONAL NEEDS.
Applicants should have appropriate qualifications, preferably including a higher degree, and extensive experience in the teaching of children with special educational needs and will contribute to in-service initiatives for teachers.
Salary Scale: Lecturer II/ Senior Lecturer £8,595 - £15,873 p.a.
For further details write to the Principal, Christ Church College, Canterbury CT1 1QU enclosing s.a.e. Closing date for applications: 28th January 1987. (04696) 220026

**LEICESTERSHIRE**
COUNTY COUNCIL
IN ASSOCIATION WITH THE HOME OFFICE
Applications are invited for the following posts:
1. LECTURER I (Information Technology) H.M. Prison Ashwell.
2. LECTURER I H.M. Prison Stocken.
3. LECTURER I H.M. Prison Gartree.
4. EDUCATION OFFICER (LECTURER II) H.M. Prison Leicester.
Application forms and further particulars, on receipt of SAE from Director of Education, Further Education Branch (Ref. FE/BJG), County Hall, Glenfield, Leicester LE3 8RF. Returnable by 23rd January 1987.
Asians and Afro-Caribbeans are under-represented in this area of the Council's work and are therefore positively encouraged to apply.
(36225) 220026

**LIVERPOOL**
EDUCATION COMMITTEE
LECTURER - CABINET MAKING
Grade 2
CITY COLLEGE
Myrtle Street, Liverpool L7 7DN
Tel: 051-708 0423
Candidates should have good vocational qualifications and relevant trade and industrial experience, as well as experience of further education courses.
Further details can be obtained from the Principal's Secretary to whom completed application forms should be returned within ten days of the appearance of this advertisement.
Liverpool City Council is an Equal Opportunity Employer and welcomes applications irrespective of race, sex, marital status or disability. (37506) 220026

**LONDON W2**
TUTORS required f/t. or p/t. for MATHS and PHYSICS A-Level in London Tutorial College. Write Box No. TES 00640, Priory House, St. John's Lane, EC1M 4BX. (37128) 220026

**NORTH TYNESIDE**
METROPOLITAN BOROUGH OF NORTH TYNESIDE
EDUCATION COMMITTEE
NORTH TYNESIDE COLLEGE OF FURTHER EDUCATION
Embleton Avenue, Wallsend, Tyne and Wear NE28 9NJ
Required as soon as possible.
a) RE-ADVERTISEMENT
LECTURER II in MARKETING and BUSINESS STUDIES to take responsibility for all aspects of Marketing within the curriculum and to develop strategies for 'Marketing the College'. A knowledge of Accounting and Information Processing would be an advantage.
b) LECTURER II - MICRO-ELECTRONICS to undertake specific responsibilities related to the development of the micro-electronics curriculum.
c) LECTURER II - INFORMATION TECHNOLOGY to lead a team of staff developing Information Technology within the Technology Department.
d) LECTURER I - GRAPHIC DESIGN/PRINT MAKING to make a positive contribution to the growth of the Art and Design Section and in particular, to contribute to the continuing development of the 'Diploma in Design' Course.
e) LECTURER I - MEDIA STUDIES to assist with the development of all aspects of Media Studies curriculum throughout the College. Both a theoretical and practical knowledge of film, television and video would be an advantage.
Application forms and further details are available on receipt of a stamped, addressed envelope from the Principal to whom they should be returned within two weeks of the appearance of this advertisement.
It is the policy of this Council to provide equal employment opportunities and consideration will be given to all suitably experienced and qualified applicants regardless of disability, sex, race or marital status. (37922) 220026

**NOTTINGHAMSHIRE**
COUNTY COUNCIL
NORTH NOTTINGHAMSHIRE COLLEGE OF FURTHER EDUCATION
LECTURER I IN BUSINESS STUDIES
£6,843 - £11,865 p.a.
A business studies background with at least one of the following areas is required, Economics, Finance, Organisation in its Environment.
LECTURER I IN DISTRIBUTION/LEISURE STUDIES
£6,843 - £11,865 p.a.
A distributions or leisure industry background with at least one of the following areas if required, Retail, Distribution, Travel, Tourism, Finance, International Trade.
Applicants for the above 2 posts should have a number of years of industry/commercial experience and be professionally qualified and/or hold an appropriate degree. The successful candidates will be capable of teaching to BTEC National Level, GCE levels and some stages of professional work. An ability to work with a team is intrinsic and a teaching qualification will be an added advantage. Entry point on the scale according to qualification and experience.
Application forms and further details are obtainable from and returnable to the Principal at the College, Carlton Road, Worksop, Notts. S81 7HP. Tel: Worksop 473561, Ext. 209.
Closing date: 23 January.
PORTLAND TRAINING COLLEGE OF THE DISABLED
Nottingham Road, Mansfield, Notts. NG18 4TJ
LECTURER I IN DESIGN TECHNOLOGY
£6,843 - £11,865 p.a.
Required for the commencement of the Summer term, 1987.
For full advertisement please see Special Education Section.
Closing date 31 January.
An Equal Opportunity Employer. (36234) 220026

AMERICAN teaching accounting I and II at the high school level in a small town, wishes to find someone teaching similar at your Technical college level for possible one year position exchange. Write: G. Rinker, 5545 State Rd., Wadsworth, Ohio 44281 U.S.A. (34014) 800000

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Lancashire County Council
AN EQUAL OPPORTUNITY EMPLOYER

The following are required as soon as possible unless otherwise stated, and the closing date is the 22nd January, 1987.

**Further Education**

Application forms from the Principal at the appropriate College

**RUNSHAW TERTIARY COLLEGE**
Langdale Road, Leyland
1st May 1987
**2 POSTS**

**1. SENIOR LECTURER IN CATERING/DEPUTY HEAD OF DEPARTMENT**
**2. LECTURER II IN HAIRDRESSING**

Both required to lead the introduction and development of a range of courses in new, purpose built accommodation.

**LANCASTER AND MORECAMBE COLLEGE**
Morecambe Road, Lancaster
1st March, 1987
**LECTURER I – BUILDING**

**Re-advertisement**
**ACCRINGTON & ROSSENDALE COLLEGE**
Sandy Lane, Accrington. GROUP 6
**LECTURER I – ELECTRICAL INSTALLATION.**
To teach a wide range of courses including CITB/YTS, Day-release and school links courses.

**W R TUSON COLLEGE**
St Vincents Road, Fulwood, Preston
**ASSOCIATE LECTURER – 87% of LECTURER I – DIVISION OF COMMUNICATIONS.**
Communication/Media Studies to 'A' Level (02196)

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Applications are invited from qualified and experienced persons for the following vacant posts, to start as soon as possible:-

### Lecturer Grade II
**Electrical Installations**
To act as tutor for CITB and City and Guilds 236/232 Courses and to teach students on these and similar courses.

### Lecturer Grade I
**Practical Electronics and Allied Subjects**
To teach electronics mainly to students at first and second year levels of City and Guilds and BTEC Courses

**Full details and application forms available from the Principal's Secretary on Hoddesdon (0992) 466451. Closing date 14 days after the date of this advertisement.** (13868)

Hertfordshire County Council
An Equal Opportunity Employer

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### CASSIO COLLEGE

**Langley Road, Watford, Hertfordshire WD1 3RH**

### Lecturer I in Patisserie

Applications are invited from suitably qualified candidates with good industrial experience, to participate in the development of teaching on a wide range of courses, including City & Guilds, B.T.E.C. and Higher Certificate.

Previous teaching experience and qualifications desirable but not essential.

SALARY SCALE: Lecturer Grade I £6,843–£11,865 plus £282 London Fringe Allowance.

**Application forms and further particulars may be obtained from the Principal at the above address. Please enclose S.A.E. Completed application forms should be returned by:-**

**Monday, 2nd February 1987**

(00495)

## COLLEGES OF FURTHER EDUCATION

continued

### NOTTINGHAMSHIRE

COUNTY COUNCIL
SOUTH NOTTINGHAMSHIRE COLLEGE OF FURTHER EDUCATION
LECTURER I IN KEYBOARDING AND BASIC EDUCATION

Required to teach basic keyboard skills, with some basic literacy, to groups of special needs students. Applicants will be expected to have previous experience with special needs students, to be able to offer keyboard skills and demonstrate the ability to develop and adapt new and existing keyboard machines, for use by partially sighted and physically disabled students.P

LECTURER 1 IN PSYCHOLOGY/ MANAGMENT STUDIES

Required to teach Psychology and Insustrial Psychology to Supervisory and Management students and at GCE 'O' and 'A' level. Applicants will be expected to have appropriate industrial experience and relevant academic qualifications.

LECTURER I IN MEDIA STUDIES.

Required to teach on BTEC National Diploma and other courses within the College. The person appointed must have technical expertise in either video or vidio production and a good understanding of the practical and theoretical aspects of media studies. Applicants will be expected to have appropaiate experience and qualifications.

The above three posts are suitable for a 'Job-Sharing' arrangement.

LECTURER I IN BOOKBINDING AND PRINT FINISHING

Required in the Department of Printing, Art and Design to toch to students on a variety of courses including City and Guilds 532 and BTEC Diploma in Printing. It is expected that the person appointed will have appropriate industrial experience and qualifications.

Salary for the Lecturer Grade I £6,843 - £11,856 p.a. Entry point on the scale according to qualifications and experience.

Application forms and further details for the above posts are available from and returnable to the Principal at the College, Greythorn Drive, West Bridgeford, Nottingham NG2 7GA. Tel: Nottingham (0602) 812125. Closing date 23 January.

An Equal Opportunity Employer. (36235) 220026

### OXFORD

LECTURER I - SECRETARIAL SUBJECTS

Applications are invited for a full-time post teaching Pitman Shorthand and Secretarial Duties from April 1987.

Apply: Director of Studies, Oxford and County Secretarial College, 34 St Giles, Oxford OX1 3LH. Tel: (0865) 511404. (37932) 220026

### RICHMOND UPON THAMES

LONDON BOROUGH OF RICHMOND UPON THAMES

(An Equal Opportunities Employer)

RICHMOND ADULT AND COMMUNITY COLLEGE

Salary: £8,595 - £13,656 plus £726 London Weighting

We need a competent and well qualified person to join the General and Liberal Studies Department as soon as possible. Good facilities, a dynamic Department, we need a hard-working enthusiast.

Application forms and further details from: Mrs A.M. Risman, B.A., M.Phil., The Principal, Richmond Adult and Community College, Clifden Centre, Clifden Road, Twickenham, Middlesex TW1 4LT (Tel: 01-891 5907).

Closing date for applications - 23rd January 1987. (45888) 220026

### ROTHERHAM

METROPOLITAN COUNCIL

Rotherham is an equal opportunities employer

ROTHERHAM COLLEGE OF ARTS AND TECHNOLOGY
Eastwood Lane, Rotherham

Department of Business Studies

Required for 1st January, 1987 or as soon as possible thereafter LECTURER I IN BUSINESS STUDIES

Salary: £6,843 - £11,865

The person appointed will be expected to teach the Organisation in its Environment on BTEC National Certificate and Diploma courses, Structure of Business/ Background to Business on RSA and LCCI Certificate courses and preferably be able to teach other BTEC units in Business and Finance and/or Public Administration.

Applicants should have graduate or equivalent qualifications, recent relevant commercial experience and preferably be teacher trained.

Closing Date: 21st January. 1987.

On recipt of s.a.e. further details of the post can be obtained from The Principal, Rotherham College of Arts and Technology, Eastwood Lane, Rotherham S65 1EG (Rotherham 362111, Ext. 201) to whom completed applications should be submitted.

G. Crane, Director of Personnel Resources. (37171) 220026

### SALFORD

CITY OF SALFORD EDUCATION DEPARTMENT
WORSLEY COLLEGE OF FURTHER EDUCATION
Walkden Road, Worsley, Manchester M28 4QD
Tel: 061-702 8272
LECTURER I BEAUTY THERAPY

Some hairdressing teaching available if required.

Application forms and further particulars from the Principal, Closing date: 30th January, 1987.
(37349) 220026

### SHROPSHIRE

TELFORD COLLEGE OF ART AND TECHNOLOGY
Haybridge Road, Wellington, Telford

LECTURER II in Business Studies. LECTURER I in Computer Studies/ Information processing required for the 1st April 1987.

SALARY LI - £6,843 - £11,865. SALARY LII - £13,656.

Further details and application forms from and returnable to the principal (SAE). (36214) 220026

### SHROPSHIRE

EDUCATION COMMITTEE

EQUAL OPPORTUNITIES EMPLOYER

TELFORD COLLEGE OF ART AND TECHNOLOGY
Haybridge Road, Wellington, Telford

LECTURER I - ELECTRICAL INSTALLATION WORK

Applications are invited for the post of Lecturer 1. Candidates must have experience of the elecrical trade, preferably the contracting industry, and working knowledge of basic electronics would be an advantage.

The successful applicant would be required to teach;

Practical Craft

Craft Theory and regulations

Related Science

Suitable applicants should also be conversant with the 15th Edition of the IEE Regulations and have obtained City & Guilds qualifications to part 11/ 111 level.

Salary £6,843 - £13,656 (depending on age and qualifications).

Further details and application forms available from the Principal upon receipt of SAE.
(36213) 220026

### SHROPSHIRE

OSWESTRY COLLEGE
College Road, Oswestry

COORDINATOR OF COMMUNITY EDUCATION (NORTH SHROPSHIRE)

Applications are invited from suitably qualified and experienced persons for the above post.

Currently a senior lecturer position, there is the possibility of up-grading to Head of Department. Scale 2.

Letters of application with C.V. to the principal of the college.

Oswestry (0691) 653067. Please send SAE.

Closing date 23 January 1987. (37323) 220026

### SHROPSHIRE

OSWESTRY COLLEGE
College Road, Oswestry

CO-ORDINATOR OF COMMUNITY EDUCATION (NORTH SHROPSHIRE)

Applications are invited from suitably qualified and experienced persons for the above post.

Currently a Senior Lecturer position, there is the possibility of up-grading to Head of Dept. Scale 2.

Letters of application with c.v. to the Principal at the College, Oswestry (0691) 653067. Please send (SAE).

Closing Date 23 January 1987. (37553) 220026

### SOLIHULL

SOLIHULL COLLEGE OF TECHNOLOGY
Blossomfield Road, B91 1SB

Required as soon as possible.

LECTURER I IN GRAPHIC DESIGN (for one year in the first instance).

Details & application form from Principal on receipt of s.a.e.
(37512) 220026

### SOMERSET

COUNTY COUNCIL

YEOVIL COLLEGE
Yeovil

(TERTIARY COLLEGE)

1. LECTURER IN SECRETARIAL STUDIES. For 27th April 1987 to teach the full range of secretarial subjects, including Office Practice, Information Processing, Typewriting and Shorthand (Teeline). An interest in the new YTS and CPVE initiatives is essential.

2. LECTURER I IN ELECTRICAL ENGINEERING. For 27th April 1987 or earlier if possible to teach Installation Craft Theory and Practice at the College. Courses include City & Guilds course 236 Parts 1 and 2, on block release, and 'C' course on day release.

Application forms and further details from Director of Resources, Yeovil College, Ilchester Road, Yeovil BA21 3BA. (Sae please). Tel: Yeovil (0935) 23921. Closing date 23rd January.

AN EQUAL OPPORTUNITIES EMPLOYER.
(37515) 220026

### SOMERSET

COUNTY COUNC

BRIDGEWATER COLL
Bridgewater

(TERTIARY COLL

MANAGEMENT TRA

(Salary £8,595 to £13,656 (Bar) on ... ment to a maximum £15,873 (Grade L...

Candidates must hav...

- good management ... ence in Industry/Comm...

- qualifications to de... and preferably post-... level

- management and tra... skills of a high order ... of the following area...

a. Marketing and ... Skills.

b. Personnel Man... ment.

Join a small profe... team to teach on ... post-graduate and ... experience managem... courses and help to ... new ones.

For all three posts ... plication form and fu... details from the Princ... Bridgewater College, ... Road, Bridgewater, ... reet TA6 4PZ. (sae plea...

Closing date ... January.

AN EQUAL OPPO... NITIES EMPLO... (37517) ...

### SOMERSET

COUNTY COUNCIL

SOMERSET COLLEGE ... ARTS AND TECHNOLO...
Taunton

DEPARTMENT OF ENGINEERING

Required as soon ... possible.

LECTURER II IN AG... CULTURAL AND CO... STRUCTION PLANT E... GINEERING.

The person appoint... will be responsible ... teaching Agricultu... Machinery and Constru... tion Technology ... and will be required ... assist in the continued ... velopment of a full-... BTEC Diploma in Agricu... ral and Construction Pla... Engineering Course ... as full-time Motor Veh... Courses. The post will ... volve practical work in ... equipped workshops. ... knowledge of electro... applied to these areas ... be an advantage.

Final Technician le... qualifications appropr... to the above duties ... essential as is relevant ... dustrial experience of ... cultural equipment or ... plant.

Application form ... further details from ... Chief Administrative Of... er, Somerset College ... Arts and Technology, ... llington Road, Taunt... Somerset TA1 5AX.

Closing date 19th Jan... ary 1987. (37523) ...

### NORTHBROOK COLLEGE DESIGN & TECHNOLOGY

In association with the HOME OFFICE PRISON DEPARTMENT, H.M. PRISON FORD (Near Arundel)

**LECTURER 1 IN ADULT EDUCATION**

Required as soon as possible at this 'open' training establishment, H.M. Prison, Ford, to join a small team to provide a range of courses reflecting a varied curriculum. An interest in Social and Life Skills or Computer Studies would be an advantage. Candidates should be qualified teachers with experience in Adult/Further Education.

Salary in accordance with Burnham F E Report on incremental scale within range £6,843—£11,865, starting point dependent on qualifications and experience.

Further particulars and application form obtainable from Personnel Officer, Northbrook College, Design & Technology, Broadwater Road, Worthing, West Sussex BN14 8HJ. Closing date 23 January 1987. (13877)

**west sussex**

### Nene College Northampton

FACULTY OF EDUCATION AND SOCIAL SCIENCE

Applications are invited for the post of:

**Senior Lecturer in Education**

to be responsible for READING AND LANGUAGE DEVELOPMENT work in the College's initial and inservice teacher education programmes.

SALARY: Senior Lecturer Scale, £12,615 x 4 increments to £14,820 (Bar) x 2 increments to £15,873.

Commencing date: 27 April 1987.

For further details and application forms send SAE to Dr J Alexander, Dean, Faculty of Education and Social Science, Nene College, Moulton Park, Northampton NN2 7AL. Tel: (0604) 715000.

Completed applications should be returned by 23 January 1987.

*Northampton County Council welcomes applications regardless of racial or ethnic origin, sex, marital status or disability.*

### Dunstable College

BEDFORDSHIRE EDUCATION SERVICE

**SENIOR LECTURER — MARKETING CO-ORDINATOR**

Applications are invited from well qualified candidates, with first-hand knowledge of industrial/commercial marketing and experience of further education to coordinate the marketing function of the College.

Salary Scale: £12,615–£15,873

Further details and application forms obtainable from the Principal's Secretary, Dunstable College, Kingsway, Dunstable LU5 4HG. Tel: 0582 696451. (S.A.E. please). Forms to be returned to the College by Friday, 30th January 1987.

*Bedfordshire County Council is an Equal Opportunities Employer.*

(02174)

### Tayside Regional Council

DUNDEE COLLEGE OF FURTHER EDUCATION
OLD GLAMIS ROAD, DUNDEE
TELE: 0382 819021.

**LECTURER B IN HISTORY, ENGLISH AND MODERN STUDIES.**

Salary Scale: £9,093 – £13,398

The Academic Studies Section prepares students for a wide range of SCE/GCE subjects. There is a vacancy in the subject areas of History, English and Modern Studies both for SCE and GCE presentation as appropriate.

Applications are invited from persons with suitable qualifications and experience to join this section.

Application forms and further details may be obtained from the Principal at the above address, to whom completed applications should be returned by 23 Jan 1987.

D.G. Robertson,
Director of Education.

"Tayside is an equal opportunities employer."

(02170)

### EDUCATION DEPARTMENT

DEPARTMENT OF BUILT ENVIRONMENT

**SENIOR LECTURER I IN WOODWORKING AND RELATED SKILLS**

Applications are invited from appropriately qualified ... teachers/lecturers with drive, initiative and commitment to ... permanent post.

The post involves the supervision and organisation of aspects of the Woodworking Section of the Department of The Built Environment as well as a lecturing commitment within its wide range CGLI, CITB, YTB, SCOTVEC.

Salary — Senior Lecturer I — £9,840 to £13,398

Application forms, together with further information, may be obtained from the Director of Education, Education Offices, 30 Edinburgh Road, Dumfries. (Tel: (0387) 63522) to whom completed forms should be returned no later than 23 January 1987.

**DUMFRIES & GALLOWAY**

Dumfries & Galloway Regional Council
Council Offices, Dumfries DG1 2DD.
Telephone: (0387) 53141



## COLLEGES OF FURTHER EDUCATION

continued

### STAFFORDSHIRE

STAFFORD COLLEGE OF FURTHER EDUCATION
LECTURER GRADE II
DIAGNOSTIC STUDIES IN ART AND DESIGN
£8,595 - £13,656

Application forms and further particulars are available from the Chief Administrative Officer, Stafford College of Further Education, Earl Street, Stafford ST16 2QR.

Closing date: 23rd January, 1987.

Canvassing will disqualify.

Trade Union membership encouraged.

An Equal Opportunity Employer.

STAFFORDSHIRE COUNTY COUNCIL. (46250) 220026

### STOCKPORT

METROPOLITAN BOROUGH OF STOCKPORT
An Equal Opportunity Employer
STOCKPORT COLLEGE OF TECHNOLOGY
DEPARTMENT OF MANAGEMENT & BUSINESS STUDIES
LECTURER GRADE 1 IN BUSINESS STUDIES

Qualified teacher status with a business background and current teaching experience on BTEC Courses would be preferred.

Salary Scale: £6,843 - £11,865.

Application forms and further details may be obtained from the Principal, Stockport College of Technology, Wellington Road South, Stockport SK1 3UQ. Tel: 061-480 7331, on receipt of a stamped addressed envelope. Closing date for applications: 23rd January, 1987. (37743) 220026

### SUFFOLK

COUNTY COUNCIL

WEST SUFFOLK COLLEGE OF FURTHER EDUCATION

SENIOR LECTURER - CATERING

An enthusiastic and energetic candidate is sought for this exciting and challenging post.

The successful candidate will be instrumental in the commissioning of a purpose-built Catering Block and be involved in the recruitment of staff for a range of Craft Catering Courses commencing September 1987. The ideal postholder will be a Craft Lecturer with a proven ability in course management, curriculum development and other related administrative duties.

Salary: Burnham Scale for Teachers in Further Education Establishments Senior Lecturer Grade (£12,615 - £15,873 p.a.).

Further information and application forms available from The Principal, West Suffolk College of Further Education (Out Risbygate), Bury St. Edmunds IP33 3RL (sae please). Completed forms should be returned within 10 days of the date of this advertisement.
(37764) 220026

### SUTTON

LONDON BOROUGH OF SUTTON
CARSHALTON COLLEGE OF FURTHER EDUCATION
Nightingale Road, Carshalton, Surrey SM5 3ET
LECTURER FOR ELECTRONICS

Required for 27th April 1987, a Lecturer Grade 1 to teach Electronics, digital techniques and micro electronics.

Starting salary £7,569 to £12,591 depending on qualifications and experience progressing to £14,382 including London Allowance.

Application form and further details, obtainable from and returnable to the Principal. (37575) 220026

### SURREY

KINGSTON COLLEGE OF FURTHER EDUCATION
Kingston Hall Road, Kingston upon Thames, Surrey
DEPARTMENT OF MECHANICAL AND MOTOR VEHICLE ENGINEERING
Post No 87 53 46/7
2 TEMPORARY FULL-TIME LECTURER POSTS (1 Year)

To commence as soon as possible.

Two Lecturers at Grade I to teach in the Motor Vehicle Section. The successful applicants will be expected to teach all subjects etc in the area of vehicle maintenance to final level on City and Guilds courses and Ordinary Certificate level on Technician courses and the ability to offer the subject to Parts and Stock Control will be an added advantage. Appropriate qualifications are desirable and good back ground and experience in the motor trade is essential.

Salary Scale £6,843 - £11,865 + £726 London Allowance.

PART-TIME LECTURERS

Required to teach in the following subject areas:-

Communication Studies, History, Geology/Geography, Biology, Mathematics Sports & P.E. English, Languages, Government and Politics, Physics, Chemistry & Secretarial Skills. Burnham rate paid.

For application form and job description please telephone 546-2151, Ext. 210 or write to above address quoting post no. or Part-time subject area. (36224) 220026

### SURREY

EDUCATION COMMITTEE
NORTH EAST SURREY COLLEGE OF TECHNOLOGY
Reigate Road, Ewell, Epsom, Surrey KT17 3DS

Applications are invited for the following post to be filled as soon as possible:

DEPARTMENT OF CONSTRUCTION STUDIES
LECTURER II IN CONSTRUCTION TECHNOLOGY

To teach on technician and professional courses within the Department. Applicants should possess a professional qualification or equivalent and have suitable industrial experience.

Salary Scale LECTURER II £8,595 - £13,656 p.a. Plus £264 p.a. London Fringe Allowance.

Further information about the post and application forms can be obtained from the Vice-Principal, NESCOT, Reigate Road, Ewell, Epsom, Surrey KT17 3DS. Please send a stamped addressed envelope. (37106) 220026

### WARWICKSHIRE

EAST WARWICKSHIRE COLLEGE OF FURTHER EDUCATION
Lower Hillmorton Road, Rugby

LECTURER I - SECRETARIAL STUDIES

The College requires as soon as possible a one-year, temporary lecturer to teach:

Shorthand: Teeline and Pitman 2000

Typewriting to all levels

Modern Office Skills (including Information/ Word Processing)

The person appointed will be working in a busy and developing Division of the College, teaching groups ranging from School Link to Post Graduate. He or she will contribute to the development of the work in Secretarial Studies.

Application form and further details available from the Principal at the College. Closing date 21st January 1987.

Warwickshire is an equal opportunities employer. (37721) 220026

### WEST SUSSEX

NORTHBROOK COLLEGE DESIGN - TECHNOLOGY
Broadwater Road, Worthing, West Sussex BN14 8HJ
DEPARTMENT OF GENERAL AND COMMUNITY EDUCATION
LECTURER I FOR WORK INTRODUCTION COURSE

Required as soon as possible. The College is a Managing Agent for the Work Introduction Course and this post is needed for work in the two year programme. Previous experience in this area would be an advantage.

Salary in accordance with Burnham FE Report on incremental scale within range £6,843 to £11,865 - starting point dependent on qualifications and experience.

Further particulars and application form from the Personnel Officer on receipt of large s.a.e. Closing date 23 January 1987. (45916)220026

### WEST SUSSEX

EDUCATION DEPARTMENT
Senior Lecturer (Construction Department)
CHICHESTER COLLEGE OF TECHNOLOGY

Required 1st May 1987, Senior Lecturer and Head of School of Technician Courses. Applications are invited from those suitably qualified and able to develop the use of computing within the subjects taught on the National Diploma and Certificate courses in Building and Civil Engineering Studies.

Application form and further details available from the Principal, Chichester College of Technology, Westgate Fields, Chichester, West Sussex PO19 1SB, s.a.e. please. (37711) 220026

### WILTSHIRE

COUNTY COUNCIL

SWINDON COLLEGE

Required as soon as possible CO-ORDINATOR FOR PRE-VOCATIONAL EDUCATION at SENIOR LECTURER grade. The holder of this cross college post will be responsible to a Vice-Principal for the development and management of a substantial volume of CPVE and YTS provision. Salary scale £12,615 - £14,232 per annum.

Further details and application form (SAE please) available from Clive Brain, Principal, Swindon College, Regent Circus, Swindon, Wiltshire SN1 1PT. Completed applications to be returned within two weeks of advertisement.

Equal Opportunity Employer. (37805) 220026

## University Appointments

### LEEDS

THE UNIVERSITY OF LEEDS
SCHOOL OF EDUCATION
LECTURER

Applications are invited for the above post in the School of Education available immediately.

Applicants should have experience in early childhood education, together with expertise in either Arts education (art, music, drama) or mathematics/science, also a good honours degree, research and recent experience in school-teaching.

Salary on the Academic Scale of Lecturers £8,020 - £15,700 (under review) according to age, qualifications and experience.

Informal enquiries may be made to Dr Roger Beard (Tel (0532) 431751, Ext. 7004).

Application forms and further particulars may be obtained from the Registrar, The University, Leeds LS2 9JT, quoting reference number 28/101. Closing date for applications 30 January 1987.
(37209) 280000

### CANADA

YORK UNIVERSITY
FACULTY OF EDUCATION
Toronto, Ontario

With continued Faculty expansion, York University, Faculty of Education, is interested in attracting scholars of high calibre in a variety of fields. We invite applications for 12 positions, all of which may be tenure stream or term depending on candidate qualifications and interests:

(1) and (2): in educational administration, with primary emphasis in the in-service Principal's Courses;

(3) and (4): in the pedagogical use of computers across the curriculum and across school age levels (at least one position including the application of computers to special education);

(5), (6) and (7): in language and learning problems, including emphases on reading, on writing processes, on learning disabilities, and on sociolinguistics;

(8): in science education, primarily in the elementary school curriculum;

(9) and (10): in pedagogy (curriculum, methods of teaching, language arts, etc.) primarily in elementary education;

(11) and (12): in foundations (one position in socialization, classroom interaction and group processes; the second position focussed on the social context of curriculum including relations between school and society, political influences and critical pedagogy).

For all positions preference is given to candidates who have an appropriate mix of: a strong record of scholarly and teaching excellence; successful school-based experience; an appropriate advanced degree or equivalent achievement; a demonstrated ability to collaborate with field and university colleagues; and research, methodology and/or programme design expertise. Candidates for tenure stream positions must be able to participate in the Faculty's graduate, in-service and pre-service programmes and be actively engaged in research. Rank and salary will be commensurate with qualifications and experience. Certain positions are subject to budgetary approval. All positions would commence September 1st, 1987.

York University is implementing a policy of employment equity. Qualified men and women are invited to apply. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

Applications should be sent as soon as possible to: Dean Andrew Effrat, Faculty of Education, N818 Ross Building, York University, 4700 Keele Street, North York, Ontario M3J 1P3.
(37677) 280000

### LEEDS

THE UNIVERSITY OF LEEDS
SCHOOL OF EDUCATION
LECTURER

Applications are invited for the above post in the School of Education available from 1 October 1987.

Applicants should have qualifications and special interests in teacher education for English Language Teaching in developing countries, also Third World experience and expertise in educational applications of socio-linguistics.

Salary on the Academic Scale for Lecturers £8,020 - £15,700 (under review) according to age qualifications and experience.

Informal enquiries may be made to Mr David Taylor (Tel: 0532 431751, Ext. 6179).

Application forms and further particulars may be obtained from the Registrar, The University, Leeds LS2 9JT, quoting reference number 28/100. Closing date for applications 30 January 1987.
(37211) 280000

### LEEDS

THE UNIVERSITY OF LEEDS
SCHOOL OF EDUCATION
CENTRE FOR ENGLISH LANGUAGE TEACHING
LECTURER/CO-ORDINATOR

Applications are invited for the above post of Lecturer/ Co-ordinator in the School of Education available for a fixed period of three years commencing 1 May 1987 or as soon as possible thereafter.

A good honours degree and qualifications and specialist interests in Applied Linguistics and/or English Language Teaching are required, as well as commitment to research and several years' teaching experience abroad.

Salary on the Academic Scale for Lecturers £8,020 - £15,700 (under review) according to age, qualifications and experience.

Informal enquiries may be made to Mr David Taylor (Tel: 0532 431751, Ext. 6179).

Application forms and further particulars may be obtained from the Registrar, The University, Leeds LS2 9JT, quoting reference number 28/99. Closing date for applications 30 January 1987.
(37212) 280000

## Research Posts

### HARROW

LONDON BOROUGH OF HARROW

EDUCATION DEPARTMENT

PART-TIME RESEARCH ASSISTANT (TVEI)

Salary: £3,651 - £4,360 inc. (Scale 5/6 pro rata)

Applications are invited from men and women for the post of Educational Research Assistant (part-time) to work under the direction of the Educational Research Officer with particular reference to the local evaluation of the Borough's Technical and Vocational Education Initiative (TVEI). The hours to be worked are 14 per week throughout the year. The post is a six year fixed term appointment.

Applicants should have a degree or equivalent qualification which includes some knowledge of research methodology. Teaching or research experience would be an advantage.

Application forms and further details are available from Helen Dagley, Education Personnel, PO Box 22, Civic Centre, Harrow HA1 2UM. Tel: 01-863 5611, Ext. 2308. Closing date: 23rd January, 1987.
(45862) 290000

## Colleges of Higher Education

## Other Appointments

### SOMERSET

COUNTY COUNCIL
BRIDGWATER COLLEGE
Bridgwater
(Tertiary College)
MANAGEMENT TRAINER

(For further details please see under the Colleges of Further Education Section).
(37516) 340026

### WEST SUSSEX

INSTITUTE OF HIGHER EDUCATION

(Incorporating Bishop Otter College, Chichester, and Bognor Regis College)

SENIOR LECTURER/ CONSULTANT IN SPECIAL EDUCATIONAL NEEDS

Applications are invited for the above post for an initial period of three years commencing 1st April, 1987. The successful candidate will contribute to both INSET and initial teacher training in the field of Special Educational Needs.

Recent school experience in the field of Special Educational Needs in special and ordinary schools and an advanced qualification in S.E.N. are essential.

Further details and application forms are available from the Director's Secretary, West Sussex Institute of Higher Education, The Dome, Upper Bognor Road, Bognor Regis, West Sussex PO21 1HR (Tel: 0243-865581). The closing date for applications is Monday 19th January, 1987. (37049) 340026

## Adult Education

### SOMERSET

COUNTY COUNCIL
BRIDGWATER COLLEGE
Bridgwater
(Tertiary College)
SENIOR LECTURER IN THE DEPARTMENT OF CONTINUING EDUCATION

(For further information please see under the Sixth form and tertiary colleges section).
(37518) 380000

### NEWCASTLE UPON TYNE POLYTECHNIC

This is an equal opportunities advertisement

Special Education Microelectronics Resource Centre

**Assistant Manager (Information/Inservice)**

Vacancy from 1st March 1987 to 31st March 1989.

**Burnham FE: SL £12,615–£14,820 (bar)–£15,873 p.a. Ref EXF 33/86.**

The Newcastle Special Education Microelectronics Resource Centre (SEMERC) based at the Coach Lane Campus of Newcastle upon Tyne Polytechnic seeks to appoint an Assistant Manager (Information/Inservice) as from 1st March 1987 or as soon as possible thereafter.

The SEMERC is one of the four national centres specialising in microelectronics for children with special educational needs and is part of the Microelectronics Education Support Unit.

Teaching experience, preferably with children with special educational needs either in mainstream or special schools is necessary, and/or considerable knowledge of educational software, devices and their applications for the range of machines used in schools.

For further details and application forms please call our 24 hour telephone answering service 091 2323128 or write enclosing a foolscap sae to Miss Elsie Thorpe, Admin. Asst. (Recruitment), Newcastle upon Tyne Polytechnic, Ellison Building, Ellison Place, Newcastle upon Tyne NE1 8ST to whom completed forms should be returned quoting ref. no. by 22.1.87. (01217)

### PRIMARY TEACHER EDUCATION

**LECTURER II/SENIOR LECTURER**

£9,705 – £14,766/ £13,725 – £16,983

This post in primary education will be available from 1st May 1987. Particular areas of expertise required are ENVIRONMENTAL SCIENCE which will include teaching Environmental Studies, Geography and Biology.

Essential requirements are substantial primary teaching experience, demonstrable understanding of teaching in the inner city and commitment to equal opportunities, and relevant advanced qualification.

The Polytechnic will also be expecting, through these appointments, to strengthen its teaching in early childhood education, primary mathematics and education studies.

Application forms and further details are available from the Personnel Department, South Bank Polytechnic, Borough Road, London SE1 0AA. Tel: 01-928 3612 (answering service 9.00am to 6.00pm).

(02178)

Please quote Ref: PTE
Closing date: 30 January 1987
*An Equal Opportunities Employer*

**South Bank Polytechnic**
Teaching for tomorrow in the heart of London

### DEPARTMENT OF ART

**LECTURER GRADE II IN ART**

the College of Ripon & York St John

(£8,595 to £13,656)

Applications are invited from suitably qualified and experienced candidates with successful teaching experience at Primary level for the following post in this Church of England Voluntary College of Higher Education (2000 men and women). The person appointed will be expected to make a substantial contribution to the B.Ed and BA/BSc. Honours degree programmes.

A specialist strength in PRINTMAKING and related two dimensional studies is required together with a specific interest in the teaching of art in Primary Education and the training of teachers.

An energetic approach to developing the specialism is looked for, as well as the readiness to contribute to other aspects of the work of the department.

The appointment will date from the beginning of the summer term.

Further details and application forms may be obtained from the Personnel Officer, The College of Ripon and York St. John, Lord Mayor's Walk, York YO3 7EX to whom completed forms should be returned to arrive not later than 26th January 1987.

(02112)

### ADULT EDUCATION INITIATIVE OFFICER (Based at Portman House, Bournemouth)

**Salary SO2 £11,604 to £12,297**

Required to identify sources of external funding available to Higher and Further Education and to Adult Education in particular and, where appropriate, compile proposals to the funding bodies. The follow up and management of approved schemes will be an integral part of the postholder's role.

**Application forms returnable by 26th January 1987, and further details from County Education Officer (MD), County Hall, Dorchester, Dorset, ST1 1XJ on receipt of a foolscap s.a.e. please quote post CO123X.**

(02127)

DORSET County Council

## HAMPSHIRE

**SOUTHAMPTON INSTITUTE OF ADULT, YOUTH AND COMMUNITY EDUCATION.**

# VICE-PRINCIPAL AND HEAD OF EAST DISTRICT

**(Population 83,915)**

**Salary Scale Burnham F.E. V.P. III (Minimum)**

Required April 1987. Head of East District of the Southampton Institute of Adult, Youth and Community Education.

The Southampton Institute is a Community based service to the people of Southampton organised on a 3 district basis with the Heads of each district fulfilling equal functions of Integrated District Team Leader and also Vice-Principal.

An integrated team approach operates across the three specialisms and districts and we are looking for a new colleague who has an appropriate background which includes Adult Education. The Institute serves a multi cultural area and a worker is sought who will assist in the county council's policy of equality of opportunity. Applications are particularly welcome from people with disabilities.

Further details and forms of application from John Bray (ref. V.P.V.), The Argyle Centre, Argyle Road, Southampton SO2 0BQ. Closing date for application Friday, 30th January 1987. (11704)

## Lancashire County Council

AN EQUAL OPPORTUNITY EMPLOYER

ADULT EDUCATION

# HEAD OF DEPARTMENT (PRISON EDUCATION)

Salary: H.O.D. 3 F.E. Burnham

Required from 1st January, 1988. To be based initially at Runshaw Tertiary College, Leyland and eventually at HM Prison Garth, Leyland.

Runshaw Tertiary College in conjunction with the Home Office seeks a suitably qualified and experienced person in prison education to lead in the design and implementation of an appropriate curriculum and programme for HM Prison Garth, Leyland (Category B Prison). A new establishment to be commissioned in April, 1988.

Application forms/further details from/to the Principal at the College, Langdale Road, Leyland. (11604)

## ADULT EDUCATION

continued

**AVON COUNTY**

EDUCATION SERVICE
FILTON TECHNICAL COLLEGE
Filton Avenue, Bristol BS12 7AT
AREA ADULT EDUCATION OFFICER
(Senior Lecturer £12,615 - £14,820)
Applications are invited for this post, tenable from 1st May 1987, or earlier if possible, from persons with appropriate qualifications and considerable experience, not necessarily only in Adult Education.
The College is responsible for Adult Education throughout North West Avon - in four comprehensive schools in the evenings, at various locations during the day and in the College itself. We intend to increase our provision during the day, particularly where the new initiatives proposed by the various funding agencies are concerned.
Further details and application form are available from The Principal at the above address. Please send s.a.e. and quote post reference no. 88/171. Closing date for applications is 30th January. Interviews will be held on Thursday and Friday 19th and 20th February 1987.
Avon is an Equal Opportunities Employer. (37013) 380000

**WEST SUSSEX**

LECTURER I HM PRISON FORD
See Further Education For West Sussex. (43880) 380000

## Youth and Community Service

**HAMPSHIRE**

KING ALFRED BOYS' CLUB
Roger Brooks House, Middlebrook Street, Winchester
Experienced leader required for this boys' club in Winchester City Centre.
A Grand Aided post, JNC Scale 3.
Application forms from 'The Chairman', King Alfred Boys' Club, Tel: Winchester 54119.
We pursue a policy of equality of opportunity. Applications are particularly welcome from people with disabilities. (37057) 440000

## BUCKINGHAMSHIRE

EDUCATION DEPARTMENT
Equal Opportunity Employer

FULL TIME CO-ORDINATOR - AYLESBURY YOUTH ACTION

SALARY: Burnham Related

Aylesbury Youth Action is a voluntary organisation working in association with local schools, other agencies and individual young people to co-ordinate and develop voluntary service by young people.

Letters of application giving full details and names and addresses of two referees should be sent to Mr K.D. Smith, Chairman, Aylesbury Youth Action, Aylesbury Grammar School, Walton Road, Aylesbury HP21 7SP by 16 January 1987. Previous applicants need not re-apply. (37615) 440000

**HAMPSHIRE**

CRICKLADE COLLEGE
Andover
YOUTH AND COMMUNITY EDUCATION TUTOR - LECTURER II
£8,595 - £13,656
Required for Summer Term 1987, suitably qualified person for the full-time post of Youth and Community Education Co-ordinator.
Candidates should have a wide experience in the field of youth and community work. The post entails responsibility for all local authority youth work within the Institute together with a support role for the area's voluntary youth and community activities.
Further details and application forms available from: The Principal, Cricklade College, Charlton Road, Andover, Hants, SP10 1EJ. (Tel: Andover 63311). (37805) 440000

## North West Kent Area Adult Education Service

# Head of Centre – Gravesend

**Senior Lecturer £12,615 – £14,820**

Required from April 1987, to join a developing Area Management Team, as Head of Centre with major responsibility for adult education in the Gravesend locality.

A commitment to team management and shared decision making is essential as well as experience of Adult Education Centre management, leadership of staff groups, training and staff development.

Further details and application forms to be returned by 23 January 1987 from the Area Principal, North West Kent Adult Education Service, Victoria Centre, Darnley Road, Gravesend, Kent DA11 0RX.

Readvertisement – Previous applicants will be reconsidered

Possibility of help with temporary housing in approved cases. (00619)

KENT COUNTY COUNCIL

## Oxfordshire County Council

*AN EQUAL OPPORTUNITY EMPLOYER*

*Nursery places for children aged 6 months to 5 years available at a day nursery in Oxford run by the St Thomas's Nursery Association.*

SOCIAL SERVICES DEPARTMENT

# Assistant Superintendent Yarnton

**(Readvertisement)**

**Salary Grade 5, £9,216 – £10,923 p.a.**
**Qualification bar at £10,164 p.a.**

Yarnton House is an observation and assessment centre for children situated in Rutten Lane, Yarnton, a village to the north Oxford.

Applicants for this senior post must have wide experience of care in a residential setting and preferably have experience of supervision and hold a relevant qualification.

For informal discussion, contact Mr G Gale, Superintendent telephone Kidlington 3740.

Closing date: 23rd January, 1987.

Application forms and job description from the Director of Social Services, 27 Park End Street, Oxford OX1 1HU telephone Oxford 815732.

## Lancashire County Council

AN EQUAL OPPORTUNITY EMPLOYER

The following are required as soon as possible and the closing date is 22nd January, 1987.

**Youth Service**

Application forms from/returnable to the District Education Officer, Education Officers, Jubilee Street, Blackburn.

**YOUTH & COMMUNITY SERVICE BLACKBURN**

## YOUTH WORKER – CATHOLIC GROUPS

This post requires a qualified and experienced worker with proven skills and experience in both face-to-face youth work and management supervision. The worker will be responsible for the management of the Youth Work practice at the New End Roman Catholic Youth Club and St Edwards Roman Catholic Youth Club and for the support and development of Catholic based youth work within the District, in accordance with the Lancashire County Council Youth and Community Service Policy.

**YOUTH & COMMUNITY SERVICE BLACKBURN**

## COMMUNITY PLAY WORKER

This post requires a qualified and experienced worker with proven skills and experience in playleadership, junior club and community work, predominantly with 14 year olds. The post would include a development role for playleadership across the District, hence the person appointed will require face-to-face skills with under 14's and an ability to support communities with both voluntary and part-time paid workers.

## Dorset Education Committee

**ADULT EDUCATION SERVICE**

**Assistant County Co-ordinator for Adult Literacy, Numeracy and Basic Skills**

Required from 2nd March, 1987, or as soon as possible thereafter, an experienced adult basic education practitioner. Based at Poole, the postholder will be expected to assist the County Co-ordinator in the management and delivery of this well developed service, in support of new adult basic education initiatives, and to take responsibility for adult numeracy and E.S.L. provision.

Salary: £11,967 to £13,203 – Headteacher Group 3.

**Application form and further details (foolscap s.a.e.) available from the Staffing Officer, Eastern Area Education Office, Portman House, Richmond Hill, Bournemouth, Dorset, BH2 6HR. Closing date for application: 23rd January, 1987.** (02158)

DORSET County Council

## ST. WILLIAM'S COMMUNITY HOME
MARKET WEIGHTON, YORK, YO4 3HA.

Required for Easter, 1987

# C.D.T. AND GENERAL STUDIES TEACHER

To work with an experienced team of dedicated educators and have an impact on the lives of difficult, disturbed and delinquent children.
St. William's is a Catholic residential establishment situated halfway between York and Hull, which caters for the total needs of 40 boys, aged 11 to 16 years. Our approach to education and child care is child centred and calls for someone capable of evolving imaginative techniques. Applicants will need to possess considerable personal qualities in order to be successful in this challenging and rewarding work. The ability to teach general subjects is essential and the ability to contribute to other areas of the curriculum, (e.g. Home Economics/Music/Sports) would be valuable. Average class size about 7.

**SCALE 1/2 PLUS SPECIAL ALLOWANCE OF £1,272.**

**A FURTHER ALLOWANCE OF £2,949**

is paid for an average of 15 hours extra/social duties each week where the teachers join the residential social workers in houses for 12 boys to assist with boys' personal development and recreational activities.

Application Form from the Principal.

Informal visits are welcome and may be arranged by contacting The Principal or Deputy on 0904 72818. (02159)

## EDUCATION DEPARTMENT – YOUTH SERVICE

**Re-advertisement**

# APPOINTMENT OF YOUTH LEADER

**Shaftesbury Boys' Club**

**JNC Range Scale III points 3–7 (£9,579–£10,923)**

Applications are invited from experienced and qualified Leaders to fill a challenging post on a purpose designed Voluntary Club Building in the market town of Shaftesbury.

The person appointed will need a high degree of self motivation and will be to lead a team of Paid and Voluntary Assistants and develop a good relationship between the Club and the Community.

Assistance with removal/re-settlement expenses will be available in approved cases. Regular in-service training and personal support will be provided through the Area Staff and INSTEP meetings.

**For an informal discussion please telephone Mr Hutchins or Martin Butcher on Blandford 51162.**

**Previous applicants will be re-considered.**

**Further details and application forms from the Education Staffing Officer, County Hall, Dorchester, Dorset DT1 1XJ.**

**Closing date for applications Friday 23rd January 1987.**

DORSET County Council

## THE TIMES EDUCATIONAL SUPPLEMENT 9.1.87

East Sussex

Two new posts have been created to develop further the County's Youth Service following a very extensive review and the adoption earlier this year of a new policy. Applications are invited from suitably qualified and experienced people for the following posts. The successful candidates may begin as soon as possible.

# YOUTH WORKER at the Brighthelm Centre

**JNC 3b Salary £9,309–£10,401**

A large new church and community building is under construction near to the heart of Brighton. The basement floor is designated for youth work. The successful candidate will be responsible for this area and the development of the work there. Additionally the post requires some out-reach work with young people that are attracted to the shopping and arcade centres nearby. This is a rare opportunity to work with young people in the centre of a large conurbation and in an unusual setting.

# ASSISTANT YOUTH WORKER at 67 Centre

**JNC 3A Salary £9,054–£10,122**

An assistant is required at this long established purpose-built centre on the Moulescoomb Estate, Brighton. Special responsibility will be to develop youth work in the North Moulescoomb area. This will entail some out-reach work and offers an exciting opportunity to establish a service on an estate that suffers from much social deprivation.

**For details and application forms telephone Lewes 47500, ext. 551 or write to County Education Officer (ref. PNT/JEG), County Hall, Lewes, East Sussex BN7 1SG.**

*Closing date for receipt of applications: Tuesday, January 20, 1987.*

East Sussex is committed to equal opportunities.

# Area Youth & Community Service Officer

**£14,881 – £16,774 (Under Review)**

Following a promotion this senior position in the Youth & Community Service in the West Kent Area carries responsibility for the overall management of the Youth and Community Service, including the statutory service, voluntary organisations, Duke of Edinburgh's Award Scheme and Community Progamme, together with responsibility for a large team of professional youth workers.

**For an informal discussion telephone Tunbridge Wells 23342 ext. 206/210. Further details and application form, returnable by 23 January, from Colin Barham, Area Education Officer, 39 Grove Hill Road, Tunbridge Wells, Kent TN1 1SL.** (11709)

KENT COUNTY COUNCIL

## YOUTH & COMMUNITY

continued

**ROTHERHAM METROPOLITAN COUNCIL**

Rotherham is an equal opportunities employer

ASTON YOUTH CENTRE - YOUTH AND COMMUNITY TUTOR

(RE-ADVERTISEMENT)

Salary: Burnham Primary/Secondary Scale 3 or 4

Applications are invited from qualified and experienced full-time youth workers or teachers for the post of Youth and Community Tutor. The person appointed will be responsible for the management of a thriving Youth Centre meeting on the Comprehensive School Campus. The post also involves work with young people leaving Youth Training Schemes, and the development of youth and community activities in two neighbouring centres.

An occasional car user allowance is payable and the Authority can offer assistance towards removal expenses.

Closing date: 21st January, 1987.

Further particulars are available from the Director of Education (Ref. PE/Y/TTD) Norfolk House, Walker Place, Rotherham S60 1QT (Tel: Rotherham 382121, Ext. 3217) to whom written applications, giving names and addresses of two persons for reference should be submitted.

Previous applications will be reconsidered.

G. Crane, Director of Personnel Resources. (37142) 440000

**WALSALL METROPOLITAN BOROUGH COUNCIL**

DIRECTOR OF SCHOOL AND COMMUNITY ACTIVITIES

Senior Teacher Scale or F.E. Equivalent

Required as soon as possible at Pelsall Community School, Pelsall Lane, Rushall, Walsall, West Midlands, a developing Community School. The person appointed will be responsible to the Headteacher for implementing the policies of a very lively community association in partnership with the Local Education Authority and developing community education both in the context of the school and the wider community. Strong links already exist with the many well established voluntary organisations in the area and the activities and facilities of the school Campus. The post also involves work with young people leaving Youth Training Schemes, and the development of youth and community activities in two neighbouring centres.

The person appointed must have experience of community education in its widest sense and a commitment to develop this within the Walsall framework of community schools. He/she must demonstrate an ability to work with a variety of professional and lay groups and lead teams of paid and voluntary colleagues. Applications from persons who are not qualified teachers but have relevant experience and/or qualifications are welcome.

Application forms and further details available, on receipt of an S.A.E. from the Director of Education, Education Department, Civic Centre, Darwall Street, Walsall, West Midlands WS1 1DQ.

Closing date: 23rd January, 1988.

Walsall is an Equal Opportunity Employer. (37141) 440000

**NORTHAMPTONSHIRE COUNTY COUNCIL, YOUTH SERVICE**
**In conjunction with NORTHAMPTON COUNCIL ON ADDICTION**

# SEX & DRUGS AND ROCK 'N' ROLL

Could you work on theee issues — and others — as part of a new imaginative and exciting Detached Youth Work Project in Corby, Northants? A Detached Youth Worker is needed as soon as possible to join a team leader, counsellor and a second detached Youth Worker who began work in the New Year. The team will be working with young people on a number of issues including: drug abuse, unemployment, sexism, lack of leisure opportunities etc.

Are you interested in this unique opportunity to develop some exciting new initiatives for young people in Corby?

Applications are invited from suitably qualified and experienced Youth and Community Workers. Salary for the post which is Urban Aid funded, will be from within JNC Scale for Youth Leaders and Community Centre Wardens Range 3 points 1-5.

The post will initially be up to 31st March 1989 at which time a review will be undertaken.

For further information and application form contact Steve Fish, Youth Service, William Knibb Centre, Kettering, Northants.

Closing date for applications is 29th January 1987.

Education
Northamptonshire
welcomes applications regardless of marital status, sex, race and disability.

## Somerset County Council

AN EQUAL OPPORTUNITIES EMPLOYER

**COMMUNITY EDUCATION SERVICE**
**Courtfields School, Wellington, Somerset**

# COMMUNITY TUTOR (YOUTH)

**Salary: JNC Scale 3 (5–9) £10,122–£11,046 per annum.**

A qualified worker wanted for 1 April or as soon as possible thereafter to work at the Wellington Youth Wing, Courtfields School.

The postholder will share responsibility with the Head of Community Education for the development of a programme of social, educational and recreational activities for the young people in the area, including those with special needs.

Application forms and further details from the Chief Education Officer, Staffing (NT) Section, County Hall, Taunton, TA1 4DY. Please enclose an S.A.E.

Closing Date: 23 January 1987. (02160)

## Buckinghamshire County Council

BUCKINGHAMSHIRE EDUCATION DEPARTMENT

*Equal Opportunity Employer*

# *AREA YOUTH WORKER IVER/IVER HEATH COLNBROOK*

**JNC 3 (4–8), £9,846–£11,046 + fringe area payment**

Based at Evreham County Secondary School, Iver, this post involves working directly with young people outside the formal youth provision by helping them to identify and meet their needs, and providing support to existing youth clubs and activities in the area. Applicants should be qualified Youth Workers.

For informal discussion telephone Mike Lacey, Youth Officer, Amersham 29000, extension 2378.

Application forms and further details from Chief Education Officer (ref J16), County Hall, Aylesbury HP20 1UZ.

Closing date: 23rd January 1987. (11710)

## Senior Youth and Community Worker

**£11,643 to £12,678 per annum**
Required at the Britwell Project, Slough to identify the needs of young people on the Britwell Estate and to organise and administer a varied programme of educational, sporting, cultural and leisure activities. The person appointed will be responsible for the administration and organisation of the affairs of the project and will be required to recruit, support and train volunteer helpers to assist with the work. Candidates should have a definite commitment to working with young people, together with proven organisational and administrative skills and the ability to work in close harmony with other adults.
For informal discussion telephone Andrew Amann, District Youth and Community Officer on Slough 76136.

## Senior Youth and Community Worker

**£10,683 to £11,967 per annum**
Required for the Senior post at Castle Hill Youth and Community Centre, Maidenhead, to lead a team of two other full time Youth and Community Workers who provide a varied Youth and Community programme, including Youth Theatre, canoeing and activities for all ages. The post requires drive and initiative and proven organising, supervisory and administrative skills, together with the ability to work well and creatively with other adults.
For informal discussion telephone John Davidson, District Youth and Community Officer on Maidenhead 25202.

## Youth and Community Worker

**£9,308 to £10,401 per annum**
Required to open and establish a new purpose-built centre in the Newtown area of Reading. The main aim of the post is to provide an interesting and varied centre programme to meet the social, educational and recreational needs of the community with particular emphasis on the 14-21 age range. Applicants should have experience of working within and the ability to relate to a multi-cultural community, together with initiative, drive and an imaginative approach to work with young people, and should also possess effective management and organisational administrative skills.
For informal discussion telephone Maggie Startup, District Youth and Community Officer on Reading 587260.

## Youth and Community Worker

**£9,054 to £10,122 per annum**
Required at Pangbourne Youth and Community Centre, Whitchurch Road, Pangbourne, to assist the Senior Youth and Community Worker in the provision of social and outdoor education programmes for young people, together with responsibility for the organisation and supervision of the Youth Club at the Centre. The successful candidate will be required to supervise the maintenance of outdoor activity equipment and facilities and to instruct in a variety of outdoor youth activities. He/she should be a competent organiser and administrator, committed to outdoor activity as a means of assisting the social education of young people.
For informal discussion, telephone Geoff Hills, District Youth and Community Officer on Newbury 43115.

## Youth and Community Worker

**£9,054 to £10,122 per annum**
Required at Emmer Green Youth and Community Centre, Reading, to support, develop and organise a wide and varied programme of activity aimed at providing recreational and educational opportunities for the community and particularly for young people in the 14-21 age range. Applicants should have proven organising and administrative ability and will be expected to encourage community use of the centre, together with member participation in the programme development and management.
For informal discussion, telephone Nigel Shaw, District Youth and Community Officer on Reading 587260.

## Youth and Community Worker

**£9,591 to £10,683 per annum**
Required at Horsemoor Green Youth and Community Centre, Langley, Slough to be responsible for the development of youth work and to manage and administer the affairs of the centre. Duties include the development and supervision of the Senior Youth Club, organisation of the summer playscheme and recruitment, training and support of part time volunteers. Applicants should have a discerning and mature outlook, with experience of club based work and neighbourhood work, together with administrative and organising skills.
For informal discussion, telephone John Ainsley, District Youth and Community Officer, on Slough 76136.

## Youth and Community Worker

**£7,698 to £9,591 per annum**
Required at Orchard Youth and Community Centre, Stoke Poges Lane, Slough, to assist the senior worker in the task of providing leisure and educational activities for young people. Applicants should possess organising and administrative skills and have a clear understanding and experience of Afro-Caribbean culture and aspirations, together with interest and ability in sporting activities.
For informal discussion, telephone Andrew Amann, District Youth and Community Officer on Slough 76136.

Applicants for these posts must be qualified Youth and Community Workers or teachers with youth work experience.
Comprehensive in-Service training and personal supervision. Removal expenses in approved cases.

Application forms and job descriptions from Director of Education (YCS) Education Department, Shire Hall, Shinfield Park, Reading RG2 9XE. (SAE PLEASE).

Closing date for all posts 28th January.

*An Equal Opportunity Employer*

Royal County of Berkshire

**Youth and Community Service**
**Ware College**

## Rural Youth and Community Worker (Area Worker) Hertford

**J.N.C. Range 3D £9,646 – £11,046 plus £282 Fringe Allowance and, if applicable, a degree allowance.**

Applications are invited from experienced qualified Youth and Community Workers to join a team of area workers in the large rural area of East Herts, to develop and support Youth and Community provision in the catchment area of Hertford. Applicants will have experience, appropriate qualifications and will be committed to anti-racist, anti-sexist, and participative practice and will have experience of collective team work.

The post is based at Sele School Youth Wing, with responsibility for a number of one night a week part-time clubs. Interest in helping with the Duke of Edinburgh's Award Scheme, particularly the outdoor pursuit field, would be an advantage.

The County Council's Youth and Community Service operates an accredited INSTEP Staff Development Policy.

**Further details and application form, to be returned within two weeks of this advertisement, from the Principal, Ware College, Scotts Road, Ware SG12 9JF.**

**Informal discussion of the post can be arranged with Bob Newton, the Senior Youth and Community Officer on Ware 5441, extension 53.**

(02115)

Hertfordshire County Council
An Equal Opportunity Employer

**WILTSHIRE COUNTY COUNCIL**
**Education Department**

## YOUTH AND COMMUNITY WORKER

**Greendown Community Centre, Swindon**
**JNC 3(1-5) £9,054–£10,122**

Applications are sought from suitably qualified and experienced candidates for this new post at the new purpose built Community School which opened in September, 1986. There is a purpose built Youth Suite within the building. The Youth and Community Worker will be appointed to the Youth and Community Service and will be responsible to the Head. The Youth and Community Worker will be responsible to the District Youth and Community Service Officer for his/her professional competence and for his/her Youth and Community work in the Western Expansion Area of Swindon.

This provides a very exciting opportunity for someone seeking to develop their experience in youth work based at a Community School. Potential applicants might wish to speak to Gordon Evans (Trowbridge 3641 Ext. 2347) or Ian Matthews (Swindon 874224).

**Further details and application forms are available from Ian Matthews, Head Teacher, Greendown Community School. Please quote Ref 86:642. Application forms returnable by 23.1.87.**

(11744)

AN EQUAL OPPORTUNITIES EMPLOYER

**SOUTHWARK DIOCESAN BOARD OF EDUCATION**

## YOUTH ADVISER

(With responsibility for 10-15 years)

A suitably qualified person is required to fill a vacancy in an existing, large Diocesan Team with specific responsibility for work with children (10-15 years) and their leaders. We seek someone talented, innovative and energetic.

Salary: JNC Scale (Range 4, £10,401 – £13,029 p.a. + L.A.) according to qualifications and experience.

Further particulars and application form from: The Director of Education, Southwark Diocesan Board of Education, 48 Union Street, London, SE1 1TD.
(tel: 01-407 7911)
Closing date for application: January 30th, 1987.

**YOUTH & COMMUNITY**
continued

**SHROPSHIRE**

OSWESTRY COLLEGE
College Road, Oswestry

CO-ORDINATOR OF COMMUNITY EDUCATION (NORTH SHROPSHIRE)

Applications are invited from suitably qualified and experienced persons for the above post.

Currently a Senior Lecturer position, there is the possibility of up-grading to Head of Dept. Scale 2.

Letters of application with c.v. to the Principal at the College, Oswestry (0691) 653067. Please send (SAE).

Closing Date 23 January 1987. (37552) 440000

## Overseas Appointments

**ABU DHABI**

A private school, providing education through the medium of English to boys and girls aged 5-16 years of mainly Arab expatriate families and planning to increase its present roll of 300 pupils to a maximum of 1200 over the next two years, requires, in May 1987, a HEADMASTER to play a key role in this development.

The person sought will be well-qualified in either English (with some experience in TEFL) or the Sciences and must have experience of working in the Middle East with an understanding of the needs and aspirations of Arabic people. A knowledge of the Arabic language would be an advantage. The working conditions are excellent and the initial salary of £1,000 per month tax free will increase as the school roll grows and will be very attractive by any standards. A two-bedroomed, air-conditioned flat, a car, annual air fare and approximately 3 months holiday per year are offered with the post.

Please send C.V. including 2 referees and a passport-sized photograph to: Brian Greengrass, 14 Beatrix House, 208 Old Brompton Road, London SW5. (37674) 460000

**ARGENTINA**

ST. HILDA'S COLLEGE
Buenos Aires

Co-educational suburban day school (440 or) seeks for Easter 1987 or earlier if possible:

1) Biology to A level, some Maths to pre O.

2) Maths to A level, hopefully some Economics.

This is a long-established school of considerable reputation. Candidates should be well-qualified and experienced. Benefits include free passages, furnished accommodation, medical care. Interviews London early February.

Please send CV and 2 referees to Miss D. Heard, Gabbitas-Thring Recruitment, 6-8 Sackville Street, London W1X 2BR. Tel: (01) 734 0161. (37175) 460000

**CANADA**

Looking for Canadian Exchange having already applied to English Exchange? Elementary Learning Assistant and Librarian post ideal if you enjoy flexibility and a challenge. 165 pupils (6-13), 10 friendly staff.

Rural community of 800 in sunny Cariboo region B.C. Within 90 miles urban centre Kamloops, 4½ hours from Vancouver making easy weekend access. Excellent outdoor recreation all year. Horse-riding, fishing, cross country skiing and canoeing in immediate vicinity, down hill skiing nearby.

Accommodation, vehicle, canoe and ski equipment available.

Post approved by Canadian Exchange who support by effort of personal contact.

Please apply to Frank Thompson, General Delivery, Clinton B.C. V0S KO. Tel: 604 459 7751. (37062) 460000

**FRANCE**

Urgent. School of English for adults needs native speaker EFL teacher.

Apply directly with photo to: The McKees, 25 rue Lyautey, 54000 NANCY. Tel: 83 35 04 84. (37186) 460000

**GREECE**

Experienced EFL teachers. University or College graduates are required.

One-year or longer-term contracts.

Please send C.V.-photo-degree copies to: S.G. Strategakis, 24 Prox. Koromila St., 546 22 Thessaloniki, Greece. (37545) 460000

**GREECE**

Teacher wanted for Language School.

Start January.

Tel: 010 30 493 22886. Mrs. X. Alevra-Lalou.
(37511) 460000



**GREECE**

Vacancy in Volos for EFL Teacher with experience of Cambridge exam courses for young students in go-ahead school. Travel allowance. Good salary. Starting in January. Tel: Language School appointments (Skola) 01-387 0656. (37818) 460000

**INDONESIA**

Small International School requires experienced teacher Primary Infant Class. Conter experience desirable. year contract. Attractive conditions.

For further information please reply with photo and C.V. to K.G. Principal, Bogor Expatriate School, P.O. Box 160 Bogor, Indonesia. (45919)

**MINISTRY OF DEFENCE**
**BRITISH FORCES GERMANY YOUTH SERVICE**

## YOUTH SERVICE OFFICER

1. Following the appointment of the present Youth Service Officer of the 4th Armoured Division to an Advisory post in the UK the Ministry of Defence invites applications for a successor to take up post in April 1987.

2. The post, based at Herford, entails professional responsibility for a team of 10 full-time and 70 part-time staff in the 4th Armoured Division Area which comprises 5 major Garrisons, a number of smaller stations and a large RAF Station.

3. The successful candidate is likely to be in the 30-40 year age group and be a professionally qualified Youth Worker, with a range of varied experience as a Youth Worker, Youth Tutor and a youth officer. He/she will have demonstrated competence in field work; proven managerial skills and administrative ability. Experience of, and commitment to, training and staff development will be a prerequisite. The post requires a mature and experienced person, able to harness the energies of a lively team of professionals, act with considerable initiative and able to work with adults in a military environment. A current driving licence is essential. A knowledge of German would be an advantage but is not essential.

4. *SALARY* will be in accordance with the Soulbury Scale Main Range pts 5-9 (£12,4… – £14,883), plus London Allowance of £1,110 per annum. *FOREIGN SERVICE ALLOWANCE* – a tax free allowance is payable. *SUPERANNUATION* – this post is superannuable under the Teachers Superannuation Scheme. *ACCOMMODATION* – is provided rent free. *DURATION OF ENGAGEMENT* – initially for a period of three years, renewable by mutual consent. All applicants should normally be resident in the UK.

5. The Civil Service is an equal opportunity employer.

Requests for an application form and further details should be made to:
**Ministry fo Defence**
**CM(8) 1d3 Room 806**
**St Christopher House**
**Southwark Street London SE1 OTD**
or by telephone on 01-921 2076. The closing date for completed application forms to be returned is Monday 2 February 1987.

Intending applicants are invited to contact the Chief Youth Service Officer, David East, in Germany, for an informal discussion. (Tel no 010-49-2161-473176).

*The Centre for British Teachers*

## WHERE ARE YOU GOING IN 1987?

Maybe you've just returned to the U.K. or you are coming to the end of your current contract.

Why not find out more about working with THE CENTRE FOR BRITISH TEACHERS in BRUNEI?

Another 30 EFL teachers have just joined our project which offers:

- excellent benefits including free unfurnished accommodation, interest free car loan, baggage allowance, free medical care, full professional and personal support services PLUS a very attractive tax-free salary and generous gratuity
- the chance to travel in the Far East from the small oil rich Sultanate of Brunei on the Island of Borneo
- the opportunity to teach English as a Foreign Language in a country where your expertise is urgently required and to widen and improve your professional skills

We are offering contracts lasting until December 1988 with the possibility of renewal. Starting dates are flexible.

If you have an Honours Degree plus a P.G.C.E., with at least 5 years' teaching experience including 2 years' TEFL, I would like to hear from you NOW.

**Jude Brooks, The Centre for British Teachers Limited, Quality House, Quality Court, Chancery Lane, London WC2A 1HP (Tel: 01-242 2982).**

(13309)

# Primary School Teachers

Overseas

Shell

On behalf of the Royal Dutch/Shell Group of Companies operating in the State of Brunei, Gabon, Nigeria, Oman and Sarawak, Shell International Petroleum Company Limited invites applications for a limited number of vacancies expected in their schools in September 1987.

You should be prepared to serve in any of the above countries and must be British, single and under 32 with a recognised U.K. qualification for teaching the primary range (5-11 years) and have a minimum of three years' recent and relevant teaching experience in the United Kingdom. The ability to play the piano and to teach French would be an advantage and you should also possess a clean U.K. driving licence. Employment is conditional on obtaining a work permit from the country in question, for which the Company concerned will make application.

Engagement will be a one-year contract initially, renewable by mutual consent for up to four years. Applicants who could obtain secondment from their L.E.A. for the period of the engagement will also be considered. Conditions of service include paid return passages and approximately 4… days home leave each year.

Please write or telephone for an application form to:
Shell International Petroleum Company Limited,
Recruitment Division,
PNEL/431,
Shell Centre,
London SE1 7NA.
Telephone: 01-934 2095

Closing date for receipt of applications is 30th January, 1987.





# Overseas Posts Continued

# Head Teacher

### for a British primary school in Saudi Arabia tax free salary + benefits

The National Guard King Khalid Hospital in Jeddah is one of the most prestigious medical complexes anywhere in the world, and employs an international staff many of whom are English-speaking and have their families living in Saudi Arabia. For this reason, the Medical City Complex includes a UK-style Primary School which currently has 80 pupils and a 25-place creche.

The school is excellently equipped, fully air-conditioned and has 4 UK trained teaching staff, giving it a staff: pupil ratio of 1:20. The management team at Medical City is aware of the need to provide the best education to pupils, and budgets are set to meet this requirement.

The Head Teacher has responsibilities broadly in line with those of a UK-based postholder in a similar school. He or she must liaise with parents and teachers, paying close attention to health and hygiene, supervising the daily running of the school as well as planning future policies and paying particular attention to academic standards.

The post requires someone with at least 10 years' experience in UK education, specialising for at least 4 years in primary education and including a period spent in a senior role involving administration. A confident, clear-thinking and inspiring personality is essential.

In addition to the salary, paid tax-free, the postholder will also benefit from free flights to and from Saudi Arabia twice a year, a generous holiday entitlement, free medical care and free fully furnished accommodation with the use of comprehensive leisure facilities.

For further information, please write to: *Aubrey Magill at PER International, 4th Floor, Rex House, 4-12 Regent Street, London SW1Y 4PP. Tel: 01-930 6573.*

PER INTERNATIONAL

## TANGLIN INFANT SCHOOL AND TANGLIN JUNIOR SCHOOL
## TANGLIN TRUST LIMITED, SINGAPORE

Tanglin Trust offers good quality primary education for expatriate children in the age groups 4-11 years. There are about 1200 pupils drawn from the English-speaking international community, the majority coming from Britain, Australia, Canada and New Zealand.

The infants are accommodated in two wings with spacious classrooms opening on to covered verandahs whilst the Junior children occupy a well-planned airconditioned building on an adjacent site. The facilities are excellent. Children are divided into mixed ability classes of 26-28 pupils which are horizontally grouped according to age. Each year group consists of 6 or 7 classes.

Well-qualified teachers with a minimum of three years teaching experience are invited to apply for the following posts which will be vacant in September 1987.

### YEAR LEADER FOR JUNIOR 4

– Age Group 10 to 11 years. The successful candidate, male or female, would be expected to possess qualities for curriculum leadership and to be responsible for co-ordinating the year group of approximately 160 pupils.

### CLASS TEACHERS FOR INFANTS AND JUNIORS

The successful candidates would be expected to be conversant with current educational thinking.

Positions are particularly suited to married teaching couples. First contracts are signed for two years and are renewable by mutual agreement.

### CURRICULUM

similar to that followed in British schools.

### SALARIES

Basic scale : Singapore $1570 to Singapore $2650 (£1 : S$3.10)

Foreign Service Allowance – Singapore $1200 (for head of household only) (single) – Singapore $2000 (married)

Additional allowances are paid to Year Leaders and Responsibility Post holders.

### OTHER BENEFITS

**Health**
Excellent medical facilities exist both in Government and Private hospitals and the Trust insures expatriates and their dependants against medical and surgical costs and meets the cost of consultation/medicine.

**Education**
The Trust pays basic school fees for staff children up to the age of 18 schooling in Singapore.

**Accommodation**
The Trust assists staff in obtaining suitable accommodation and gives a substantial allowance towards rent.

**Baggage and Settling-in Allowance**
On first contract, a baggage and settling-in allowance is paid as follows:
Single: Singapore $2500. Married: Singapore $2700.

**Air Passages**
Air passages at the APEX fare are paid to and from Singapore on joining and final departure and on renewal of contract. One further return ticket may be paid in your final year to enable you to attend an interview in UK.

If your are interested in the prospect of teaching Infants or Juniors in a delightful environment in a multi-national, multi-cultural city state with an international reputation for stability, productivity and achievements, please send by airmail a letter of application together with a curriculum vitae to: Mrs V E Goodban, Headteacher, Tanglin Junior School, Portsdown Road, Singapore 0513.

Further details and application forms will be sent to those whose training and experience fit our requirements and interviews will take place in London approximately early March 1987.

(13067)

**THE AL BAYAN SCHOOL**
**Kuwait**

PACES Recruitment Consultants have been engaged by the School to recruit British trained Graduates for the following vacancies for September 1987.

1. **PRIMARY TEACHERS** (Ages 9 to 11)
2. **PRIMARY SCIENCE AND MATHEMATICS TEACHER** (Ages 9 to 11)
3. **SECONDARY SCIENCE TEACHER (BIOLOGY AND CHEMISTRY)** (Ages 12 to 17)
4. **SECONDARY ENGLISH WITH HISTORY** (Ages 12 to 17)
5. **SECONDARY MATHEMATICS WITH COMPUTER STUDIES** (Ages 12 to 17)

The School is a large multi-national school, following a curriculum leading to IB.

TAX FREE SALARIES, which are generally above those paid in the area, with return air fares, free accommodation etc.

Applicants must be single or childless married teaching couples, with 2 to 7 years experience.

**Application forms and further details may be obtained by sending a large stamped addressed envelope to Department A, PACES, 6b Eccleston Gardens, St. Helens WA10 3BN.**

**Closing Date 24th January 1987.**

(13688)

*The*
**INTERNATIONAL BACCALAUREATE SCHOOL**
*Amman, Jordan.*
مدرسة البكالوريا الدولية

Applications are invited from teachers to fill the following vacancies from September, 1987. The International Baccalaureate School was established in 1981 and is a fee-paying mixed day school for 800 pupils ranging from Kindergarten to Grade 12. It is bilingual in Arabic and English and the staff is partly Jordanian and partly expatriate.

JUNIOR SCHOOL
Arabic as a Foreign Language
Arabic with Islamic Studies and Social Studies
General Subjects in English
English as a Second Language
Music (Class and instrumental)

SENIOR SCHOOL
Arabic as a Foreign Language
Arabic Language and Literature, including A/E translation
English Language and Literature (For O/A and IB)
English as a 2nd Language (to IB)
Maths (in Arabic and/or English to IB/A Level)
Chemistry (to IB/A level) with General Science
Biology (to IB/A level) with General Science
Physics (to IB/A level) with General Science
History (to IB/A level)
Geography (to IB/A level)

Head of Technology Department to include Computing and Electronics
For the following posts applicants should offer a further subject:–
French to O level including English/French translation
Christian Religion to O level
Girls PE
Careers/University Entrance Counselling
Theory of Knowledge for IB

In addition to having relevant qualifications and experience candidates should be able to contribute significantly to the School's non-academic activities.

The contracts are for two years, thereafter annually renewable. Free furnished accommodation is provided together with the usual overseas benefits.

To apply please write enclosing a full C.V., the names and addresses of 2 referees, copies of certificates, a recent passport size photo and testimonials to Mrs. Elizabeth Nixon, 86 Montague Road, Richmond, Surrey TW10 6QJ. Interviews will be held in London at end Feb/March.

**United World College of South East Asia**
**Singapore**

The United World College of South East Asia offers a secondary education to boys and girls of all nationalities, boarding and day students, in the age range 11-18. There are 96 teaching staff and 1300 students in the College. Academic courses lead to G.C.S.E. and the International Baccalaureate (I.B.). The College is committed to the ideals of the UWC movement, promoting a broad curriculum, involving service to the community and an adventurous range of extra-mural activities. A two-week annual Arts Festival holds a leading place in the College calendar. Good facilities and well-motivated students provide an excellent working environment while Singapore offers modern living conditions for staff and families. Initial contracts are for four years with leave after two, though there is the option to reduce to three years without leave. Many teachers are invited to renew or extend their contracts.

Applications are invited from experienced and qualified teachers of all nationalities for the following posts which will fall vacant from September 1987:

1. **Head of English Faculty:** A graduate with proven skill at this level is required to lead a team of fourteen teachers which includes an ESL department of four. A flexible but clear-sighted approach is essential to cope with the demands of an international student population. Experience at I.B. or G.C.S.E. level is essential, though the former would be preferred.
2. **Head of Computer Studies:** Experienced teacher to take charge of the development and utilisation of computer software and hardware throughout the College. Preference will be given to candidates who can demonstrate high and low level programming ability, expertise in circuit design and who are prepared to advise on computer-assisted learning in Humanities and CDT courses. Applications for this post alone or together with posts (4) or (7) will be considered.
3. **Head of Junior Humanities:** An experienced lower secondary school teacher is required to coordinate a team of teachers teaching an integrated History/Geography course in the first two years of the College curriculum. The successful candidate will also be expected to offer either History or Geography teaching up to G.C.S.E.
4. **Teacher of Physics** to G.C.S.E. or I.B. level. Experience in the use of computers in the teaching of Physics will be an advantage.
5. **Teacher of Economics** Up to I.B. level ('A' level equivalent). Successful candidate will be expected to teach some Lower School History or Geography and Economics to G.C.S.E. in Middle School.
6. **Teacher of History** for full secondary age-range including a significant amount of Sixth Form teaching. 'O' level/G.C.S.E. and 'A' level (or I.B.) teaching experience essential. Some experience of 19th and 20th century world history an advantage, but not essential.
7. **Teacher of Mathematics** to G.C.S.E. and I.B. levels. Experience in the use of computers in Maths teaching an advantage but not essential.
8. **E.S.L. Teacher** with experience of working in an international context providing courses to G.C.S.E. and I.B. level and supporting ESL students in the curriculum. Some mainstream interest or experience would be an advantage.
9. **Mainstream English Teacher** up to I.B. level. Applicants with specialist interest such as literature in the Sixth, computers and remedial/slow learner provision are particularly invited.
10. **Teacher of German** as a foreign language to G.C.S.E. and to native speakers at I.B. level.
11. **Teacher of French and/or German** with experience in providing courses in European Studies to G.C.S.E.
12. **Teacher of Dutch** to MAVO/HAVO at 16+ amd I.B.
13. **Teacher of Spanish** to I.B. level and French or German to G.C.S.E.
14. **Assistant Housemaster** (2 Posts) could be available to successful applicants for any of the above posts (married couples only) with boarding experience.

**Notes:**

(a) Responsibility Allowances are available in most of these posts for suitably experienced candidates.

(b) The College is interested in teachers who, in addition to their main teaching discipline, can offer experience in outdoor pursuits or artistic endeavours and a commitment to some form of social service.

Letters of application, clearly designating the post, with a detailed curriculum vitae and names of two referees should be sent to:

The Headmaster
United World College of South East Asia
Pasir Panjang P.O. Box 15
Singapore 9111

to arrive not later than 31st January, 1987. Information about the College, the posts themselves and conditions of service will be sent to candidates selected for interview. Interviews will be held in London, Washington, the Hague and Singapore in mid-February.

(11721)

## The Centre for British Teachers

# MISERABLE, ISN'T IT ?

With the snow and the pay talks looming ahead, you may feel that this is the right time for a change!

Why not find out more about working with THE CENTRE FOR BRITISH TEACHERS in BRUNEI?

25 more Primary Teachers have just joined our project which offers:

— excellent benefits, including free furnished accommodation, interest-free car loan, baggage allowance, free medical care, free mid-contract fare to Singapore, full professional and personal support services PLUS a tax-free salary and generous gratuity

— the chance to explore the Far East from the small oil rich Sultanate of Brunei on the island of Borneo – Singapore, Malaysia, Indonesia, and the Philippines are within easy reach

— the opportunity to teach English as a Foreign Language in a country where your expertise is urgently required, and to widen and improve your professional skills

We are offering you a contract starting after Easter and lasting until the end of 1988, with the possibility of renewal.

If you have a B.Ed. or a Degree + P.G.C.E. with at least two years'teaching experience, I would like to hear from you now.

**Jude Brooks, The Centre for British Teachers Limited, Quality House, Quality Court, Chancery Lane, London WC2A 1HP (Tel: 01-242 2982)**

(13807)

## RASHID SCHOOL FOR BOYS

P.O. Box 2861 Dubai United Arab Emirates

APPLICATIONS ARE INVITED FOR NEW POSTS COMMENCING IN SEPTEMBER 1987

**DIRECTOR OF ADDITIONAL ACTIVITIES**
To be coupled with one of the teaching posts below,

**CAREERS ADVISER**
To be coupled with one of the teaching posts below, preferably with IT/Business Studies

**Heads of Subjects**
3-year Contract, renewable
ENGLISH FRENCH GEOGRAPHY CHEMISTRY BIOLOGY

**Assistant Teachers**
2-year Contract, renewable
ARABIC ENGLISH MATHEMATICS CDT
SOCIAL STUDIES (1 post – Western and Whole World)
SOCIAL STUDIES (2 posts – Islam/Arabic History, Geography)
ISLAMIC (RELIGION) STUDIES
IT/BUSINESS STUDIES PRIMARY/ESL

LIBRARIAN/HEAD OF MEDIA RESOURCES

AUDIO VISUAL AND MEDIA RESOURCES TECHNICIAN

The Rashid School for Boys is a private, Government funded, English Medium, Secondary day School for Arab and non-Arab boys. It opened in September 1986 in generously proportioned, well designed and extremely well equipped buildings within beautiful landscaped settings.

TAX FREE SALARIES SUBSTANTIALLY ABOVE U.K. EQUIVALENT

Expatriate staff recruited outside of Dubai receive free furnished air-conditioned accommodation, medical treatment, air passage on taking up appointment and for annual home leave, substantial help with school fees for children and a terminal gratuity.

For further details and application forms for those working in Europe, send A4-size envelope, STATING CLEARLY WHICH POST/S INTEREST/S YOU, to Department R2, PACES, 6b Eccleston Gardens, St Helens, WA10 3BN, UK.

Others working elsewhere, should send full applications, airmail direct to the Headmaster in Dubai.

Closing date for all applicants is 7 February 1987.

(13880)

## OVERSEAS POSTS
continued

**KENYA**
**GREENACRES SCHOOL**
Nairobi, Kenya
Are looking for a suitably qualified and experienced teacher of French and German to O Level standard for January 1987.

Applications should be by letter to the Headmaster and include c.v., photograph and names and addresses of two referees and sent to P.O. Box 46918, Nairobi, Kenya. (37040) 460000

**JAPAN**
**BSL EFL TEACHER**
New International School seeks one personable and creative English teacher for an interesting and challenging assignment. MUST BEGIN MARCH OR APRIL 1988 for a renewable one year term.

We propose an annual compensation package worth 3.4 million yen /CER= £10,389 UK), included are: 90 to 140 thousand yen free monthly salary, paid quality housing and welfare, 40 working days – four weeks paid vacation, working visa, quality language instruction, health insurance, end of contract bonus or vacation return airfare allowances.

N.I.S. is a happy, reputable, responsibly managed, American owned, child education and family oriented school with a friendly native speaker and Japanese staff all determined to make your stay with us equally happy and productive. We are leaders in our field and our people enjoy many personal and professional advantages. The school is located in a most attractive and cultured urban area with every modern convenience.

All applicants must be able to produce appropriate professional credentials: TESL TEFL and should have 1-2 years classroom experience and also be prepared to accept training to our distinctive methods and situation. Successful applicants will be able further to demonstrate patterns of life choice and career progress indicating disciplined, responsible habits and attitudes. The most successful applicant will further demonstrate a high degree in deeds and start packing immediately!!

We are very interested in you, having accomplishments, teaching, curriculum development, foreign residency, sports and hobbies, cross-language skills, business skills. All your skills and experiences are useful here and very important to a vibrant, decisive, so please do carefully provide details. Your telephone number, time, and a voice recording will be very helpful too.

Apply promptly to N.I.S.; 582-2 Tokuda Shiru; Futsu-kaichi, Fukuoka Japan 818. Tel: (092) 985 4665. Applicants who look promising on paper will be contacted promptly for February, 1987 interview appointments in London. (37611) 460000

## JAPAN
## ENGLISH LANGUAGE TEACHING

We are recruiting experienced English teachers for our schools in the Tokyo area.

**Duties**

Prime duties will consist of preparing lessons, five hours teaching per day and assisting in curriculum development. Candidates will be expected to be competent at both junior and adult levels.

**Qualifications Needed**

Applicants should have a degree, TEFL qualifications and at least 1 year's TEFL experience. Preferred age range 24–30.

**Terms**

The school is offering a salary of ¥2,880,000 p.a., an outward air ticket, and a bonus of ¥100,000 at completion of contract. Teachers are entitled to approx. 8 weeks annual holiday (inclusive of Japanese national holidays). The school will assist in housing arrangements.

A 12 month contract is envisaged commencing April 1987. Interviews will be held in London in January.

Apply in writing enclosing C.V. and photograph to: The Director, Q.E. Language Schools (UK), 61 New Park Street, Devizes, Wiltshire SN10 1DP. (02179)

QE キュー・イー英会話学院

## NEW ENGLISH SCHOOL
## Kuwait

Teaching posts in the following subjects or combinations of subjects will 'become vacant' in September 1987 in this English Medium School. Joint applications from married couples without children are particularly welcome.

## SECONDARY SCHOOL
**(1,100 on Roll to 'O' and 'A' Level)**

ENGLISH LANGUAGE AND LITERATURE
MATHEMATICS
CHEMISTRY
PHYSICS
BIOLOGY
COMPUTING STUDIES
HISTORY
GEOGRAPHY
FRENCH
ART
ECONOMICS
P.E.
MUSIC

## PRIMARY SCHOOL
**(1,000 on Roll)**

UPPER JUNIOR CLASS TEACHERS (9½–11½ years)
LOWER JUNIOR CLASS TEACHERS (7½–9½ years)
INFANT CLASS TEACHERS (4½–7½ years)

MUSIC

**TERMS**

One year contract renewable beginning September 1st 1987. Tax free salary in range pounds sterling £7,500 to £12,500 (at current exchange rates) according to qualification and experience. Terminal gratuity. Rent free furnished airconditioned accommodation. Economy class return air passage. Interviews in UK March 16th to March 24th.

For further information and application form apply with brief curriculum to the Director, New English School, P.O. Box 6156 Hawally, 32036 Hawally, Kuwait, Arabian Gulf enclosing a self addressed (not stamped) foolscap envelope.

(02261)

## LATIFA SCHOOL FOR GIRLS
formerly Rashid School for Girls
Dubai

Lively and enthusiastic single women teachers with good qualifications and experience required in September 1987 for this expanding school.
**Head of Physics:** to share teaching of Junior Science and to be responsible for A level Physics.
**Head of Chemistry:** to share teaching of Junior Science and to be responsible for A level Chemistry.
**Head of History:** to share teaching of Junior Humanities and to share teaching of History throughout the school, with responsibility for organising the History Department.
**Head of French:** to share teaching of Junior French and to be responsible for A level French.
**Head of English:** to share the teaching of language and literature throughout the school.
**Head of Biology:** to share the teaching of Junior Science and be responsible for 'A' level biology.
**English Teacher:** to share teaching of English language and literature through the school.
**Mathematics Teacher:** to share teaching of Mathematics throught the school, with particular responsibility for applied Mathematics at A level.
**Instrumental Music Teacher,** preferably specialising in piano, with ability to teach also flute or a stringed instrument.

Excellent facilities and conditions of service, including free accommodation, annual home leave and tax-free salary normally one-third higher than U.K. scale.

For further details write to:
**Miss J. Mundy,**
**Flat 10, Broomgrove Hall,**
**9 Broomgrove Road,**
**Sheffield 10, U.K.**
**Please enclose 9" x 6" self-addressed envelope.**
**Interviews in London, 28th February–6th March.**
**Closing date for applications, 6th February.**

(0126)

## KUWAIT
## GULF ENGLISH SCHOOL

In September 1987 the following vacancies will occur:
**PRIMARY DEPARTMENT:** (n.o.r. 1200)
Infant & Junior Teachers.
Specialist Teacher of Music, Physical Education, EFL & Computing. Posts of responsibility available in Junior Mathematics, English, Integrated Studies and Infant Science & Language.
**SECONDARY DEPARTMENT:** (n.o.r. 300)
Graduate Teachers of Computer Studies, Mathematics, Music, English, Economics, History, Geography, French & Drama. Posts of responsibility in English, Humanities & Senior Teacher Upper School.
**TERMS:**
Two year contract (renewable), annual economy London/Kuwait/London passage, baggage allowance, free furnished, air conditioned accommodation, electricity, water and porterage. No absence bonus, annual gratuity, insurance and annual tax free salary.
Applications from single teachers and married teaching couples without children. Airmail full c.v. and recent photograph to: RW. Sheffield MSc, Principal, Gulf English School, P.O. Box 6320, 32038 Hawalli, Kuwait, Arabian Gulf.
Interviews in London late February/early March 1987.

## EFL TESTER
## JAPAN

ILC GROUP

International Language Centres invite applications for a two-year contract in Tokyo for the position of EFL Tester.

Candidates should be graduates with the RSA Diploma (or an equivalent qualification), at least three years' EFL experience, preferably with a bias towards testing. Preference will be given to those able to demonstrate expertise with computer-based testing systems and statistics.

For further details and an application form, contact: Recruitment & Contracts Division, ILC, 1 Riding House Street, London W1A 3AS. Tel: 01-580 4351. (02154)

## THE SAUDI ARABIAN INTERNATIONAL SCHOOL
(British Section) Riyadh

PACES RECRUITMENT CONSULTANTS have been instructed by the Headmaster to recruit a British trained teacher, preferably a graduate, for the post of

## COMPUTER SPECIALIST

for September 1987. The School is independently funded with 900 pupils who are educated up to the age of 13 years, on roll.

Candidates, who should be single, or married (with no dependent children) to a primary school teacher, who would be prepared to accept accompanying post, will be experienced in teaching the many facets of Computer Education to Primary and Middle School Children, and advising an enthusiastic staff on the use of the micro in the classroom. The School has a number of micro computers available, and whenever possible uses British software.

This is an exciting opportunity for a young teacher to teach in a British School Overseas. The TAX FREE salary carries a responsibility allowance and will be within the range £11,300 to £15,300, at current rates of exchange. Conditions of service include rent free accommodation, return air fare, interest free car loan, etc.

Interviews will be held in the UK in early February.

PACES

Applicants should send a stamped addressed envelope and the following documents IN DUPLICATE: A letter of application; a full CV; passport photograph and the names and addresses of two referees, to Department W, PACES, 6b Eccleston Gardens, St. Helens WA10 3BN before the 23rd January 1987. (13889)

## OVERSEAS POSTS
continued

**KUWAIT**
**Kindergarten, Infant and Junior Teachers** required for an established English Medium school.

Free accommodation, passage, tax free salary and other benefits.

Please send curriculum vitae, recent photograph and contact telephone number of self and referees to: The Director, Flat 2, Ivory House, St Katharines Dock, London. (30450) 460000

**KUWAIT**
**PROGRESSIVE ENGLISH MEDIUM SCHOOL**
**(pupils 3 yrs - 18 yrs)**
**FOUR DEPARTMENTS**
**E.G.G.** Infant, Junior, Senior each having respective Headteacher invites applications from married teaching couples without children or single persons having appropriate qualifications and experience for positions commencing September 1987 (Interviews early March).

**PRIMARY AGE GROUP.**
General Class teachers. TEFL experience an advantage also computer/science/mathematics/music/swimming expertise welcomed.

**SENIOR SCHOOL (O/A level syllabus)** Teachers of Mathematics, Chemistry, Biology, French, English.

Tax Free Salaries. Fully Furnished Air conditioned accommodation. Annual air travel. Prestigious, well equipped school building.

C.V. with recent photograph, names, address and Tel: No. of 2 referees, 2 testimonials please forward immediately to The Principal, Kuwait English School, P.O. Box 8640, Salmiya 22057, Kuwait. (37811) 460000

**SPAIN**
Graduate with good command of Spanish required, initially January - May, for E.F.L. post.

Please send c.v. and recent photograph to: The Principal, C.I.L., Ruanuave 25/10, 27002 Lugo, Spain. (37682) 460000

**SUMMER TEACHING JOBS IN AMERICA** work on American childrens' camps, mid June to end August; age ed. under 'Holidays and Accommodation'. (55444) 460000

**KUWAIT**
**AL NOURI ENGLISH SCHOOL**
(550 on roll)
Applications are invited from single women teachers and married teaching couples without children for Infant, Junior, P.E. and music posts for September, 1987. (One post only for each of P.E. and Music). Two year contract renewable. Tax free salary basis at present Kuwait Dinars 3000 to 4440 a year. Free furnished air-conditioned accommodation (two single teachers or one married teacher). Return air flights. Free gas, electricity, water and telephones. Accommodation allowance annually of KD 500. Economy class return air passage plus one additional excursion air fare KUWAIT/LONDON/KUWAIT. Baggage allowance. Club subscription KD 48. Gratuity on completion of service.

Send immediately by SWIFTAIR full c.v., and recent photograph to: The Headmaster, Al Nouri English School, P.O. Box 46901, Fahaheel, 64090 Fahaheel, Kuwait, Arabian Gulf, enclosing self-addressed foolscap envelope (not stamped).

Interviews in London February/March (36197) 460000

**KUWAIT**
**Students/Teachers** required for Summer School for the periods 6th June to 1st July, 4th to 29th July and 1st to 30th August.

Return passage, free accommodation, tax free salary. Male and Female teachers of English, Drama, Music, Physical Education (all Activities), Computer Studies, Art and Craft.

Send full curriculum vitae, recent photograph, contact telephone number and dates available to: The Principal, Gulf English School, PO Box 6320, 32038 Hawalli, Kuwait, Arabian Gulf.

Interviews in London late February/early March 1987. (30449) 460000

**TURKEY**
**New private English** language school with the latest in facilities is seeking lively, dynamic English teachers who are university graduates and are EFL qualified for immediate employment and for September 1987.

The school is located in a pleasant university environment.

Please send full CV and recent photograph to: Akademi Egitim Merkezi, P.K. 324, Eskisehir, Turkey. Tel: 85 17867. (37544) 460000

**PAKISTAN**
**MURREE CHRISTIAN SCHOOL**
A small international boarding school in the Himalayas, catering mainly for the children of missionaries requires: 1) teacher of MATHEMATICS to teach the subject throughout the school, starting August 1987. 2) temporary teacher of MATHEMATICS & CHEMISTRY for August to December 1987 to prepare students for GCSE Midland Board, and GCE Higher grade.

Applicants in sympathy with the needs of an evangelical missionary community, should write, with a c.v., other subjects and interests, and names of two referees to the Principal, Murree Christian School, Jhika Gali, Murree, Pakistan. (37317) 460000

**TURKEY**
**TEACHING OPENINGS IN TURKEY**
Three English Language Secondary Schools (College Preparatory) in Turkey announce the following openings:

**IZMIR AMERICAN SCHOOL (CO-ED)**
- Middle school English
- Upper school physics and chemistry
- Preparatory English (TEFL)
- Middle and upper school English
- Boys physical education

**USKUDAR (ISTANBUL) AMERICAN SCHOOL FOR GIRLS**
- Middle school science
- Middle school maths
- TEFL

**TARSUS AMERICAN SCHOOL (CO-ED)**
- Preparatory English (TEFL)
- Middle and upper school English
- Upper school physics, chemistry, biology
- Art

Teachers must have a D.E.S. teaching certificate for secondary level in the subject to be taught. Salary is partially paid in U.S. Dollars and, in addition, school provides transportation, baggage allowance, medical, state insurance and semi-furnished accommodation for two year contract. Additional benefits for teaching couples without dependents only. Openings only the areas listed above.

Send complete resume and photo copies of University Degree and D.E.S. teaching certificate to: Douglas M. Hill, Recruitment Coordinator, Amerikan Bord Koyesi Schools, Amerikan Liseri, 35980 Gostepe, Izmir, Turkey.

Arrangements will be made for personal city interview in London in March. (37588) 460000

**BANDUNG INTERNATIONAL SCHOOL**
**BANDUNG, WEST JAVA, INDONESIA**

## THREE EXPERIENCED TEACHERS
**REQUIRED FOR AUGUST 1987**

1. PRIMARY JUNIORS (ages 6-9)
2. MATHS AND SCIENCE (ages 10-12)
3. ENGLISH AND SOCIAL STUDIES (ages 10-14)

BIS is an English speaking school with students of many nationalities ranging in age from 6-14. Attractive conditions including salary and allowances paid in U.S. dollars and free of Indonesian taxes. Housing provided. Initial 2 year contract. Interviews will be held in London in March 1987.

Apply by airmail with qualifications, experience, 3 references and telephone number to

**The Chairman, Bandung International School, P.O. Box 132, Bandung, Indonesia or telex Indonesia 28464 KP3 BD. before January 31st, 1987.**

(02126)

## THE ENGLISH SCHOOL
## Bogotá, Colombia

This bilingual, international school of 850 pupils whose senior students follow the International Baccalaureate programme, requires for August 1987:

**1. Co-ordinator of Upper Primary (8-11 years).**
**2. Co-ordinator of Lower Primary (4-7 years).**
**3. Primary teachers.**
**4. Biology teacher (Secondary).**
**5. English teacher (Secondary).**

Applicants for Secondary school posts should preferably have I.B. experience or have taught to "A" Level.

Two year contracts. Return air fares. Competitive salary packages.

Send immediately full curriculum vitae with telephone number, names of two referees and recent photo to:

**The Headmaster**
**The English School**
**Apartado Aéreo 51284**
**Bogotá D.E.**
**Colombia**
**South America**

Interviews in London between 2-7 March.

(13895)

## Administration
## Local Education Authority

**DUDLEY**
**METROPOLITAN BOROUGH**
(Equal Opportunity Employer)

**ADVISER FOR CURRICULUM DEVELOPMENT**
**(DEPUTY PROJECT CO-ORDINATOR TVEI)**

**H.T. GROUP 8**

To work as a member of the Authority's Advisory Team with specific responsibility for the development of the curriculum in a TVEI Consortium. Postholder will work closely with the Management Teams of the participating Schools/Colleges to create programmes of curriculum led staff development. They will also have a specific responsibility for the management of the TVEI Project with the Authority's Co-ordinator.

Applicants should hold a management position in a school, have considerable experience of leading curriculum development generally and, more specifically, in any of the following areas

Modular approaches, Supported Self Study, Pre-Vocational Education, Active Learning, Application of Technology.

**PROJECT LEADER & DEPUTY - GETTING RESULTS & SOLVING PROBLEMS**
**(DUDLEY GRASP PROJECT)**

Getting Results and Solving Problems is a major initiative funded by Dudley L.E.A., the Comino Foundation and the Department of Trade and Industry. It will focus initially on the Middle Years of Schools 8-14 and is intended to develop strategies for teaching learning across the whole curriculum utilising problem solving approaches. A Project Leader and a Deputy will be appointed and salaries will be paid at the rate for Headteacher and Deputy Headteacher Group 5, respectively. Applications are invited from teachers who have proven leadership qualities and a record of successful curriculum innovation.

Application forms and further details of above posts obtainable by writing to Chief Education Officer, Westox House, 1 Trinity Road, Dudley, West Midlands DY1 1JB, return by 23rd January. (3721) 480000

SOCIALISM AT WORK

**Tameside Metropolitan Borough**

**COMMUNITY EDUCATION**

## EDUCATION OFFICER
**(£16,011 – £17,160)**

## ASSOCIATE PRINCIPAL
**TAMESIDE COLLEGE OF TECHNOLOGY**
**(£18,174 – £20,181)**

The Council is committed to a new approach to community education and development for the people of Tameside. New working arrangements have been set up which will bring together the Adult Education Service run by Tameside College, Youth and Community Schools Staff to provide an integrated service.
The two most senior posts will have direct responsibility for the management of divisions within the Community Education Service. The postholders will work together to ensure that their specific roles are complementary. A commitment to and substantial experience at senior level in managing services relevant to Community Education is essential.
The Education Officer will have had experience in developing community based initiatives and will manage the Youth and Community components of Community Education.
The Associate Principal will join the Management Team of Tameside College of Technology and lead a large, newly formed Department of Community Education and promote developments across the College and within the community.
Potential applicants who, after obtaining the post details, would like to discuss a post in more detail are invited to contact:–
For the Education Officer Post – M/s. A.W. Forbes, Education Officer, Personnel, Finance and Administration on 061-344 3212.
For the Associate Principal Post – Dr. A. Chitty, Principal, Tameside College of Technology on 061-330 6911.
**Application forms and further details are available from the Director of Education, Tameside MBC, Council Offices, Wellington Road, Ashton-under-Lyne, Tameside, OL6 6DL.**
**Telephone: 061-344 3212/3237.**

AN EQUAL OPPORTUNITY EMPLOYER

**DIRECTORATE OF EDUCATIONAL SERVICES**

## Assistant Education Officer (Schools)

If you are currently teaching and keen to enter educational administration, or already working in an Education Department and looking for career progression, this post should be of interest.

We are looking for a committed graduate, preferably with teaching or other relevant experience, for this important fourth-tier post within the Education Department. The post will afford opportunities for full and responsible involvement in the varied and challenging work of the Schools Division.

The salary scale is PO 2 £13,293 – £14,391 inclusive of London Weighting. Additional over-time payments are made for attendance at evening meetings. An essential car user allowance of approximately £1,200 p.a. is payable as are removal expenses (in approved cases).

**If interested, please send for further details and an application form to the Recruitment Office, London Borough of Barnet, 16/17 Seatrine Square, Brent Street, Hendon, London, NW4 2RN. Telephone 01 202 8282 Ext. 424 (01-202 6602 outside office hours).**

*Closing date 26th January, 1987* *Ref: 603/606*

(13884)

AN AUTHORITY COMMITTED TO EQUAL OPPORTUNITIES

LONDON BOROUGH barnet

**Redbridge**
London Borough

## Appointment of INSET CO-ORDINATOR

**(Burnham H.T. Gp. 6 equiv. + London Allowance, currently £15,477-£16,962 p.a.)**

Applications are invited for this new post which is being established with effect from 1st April 1987 to deal with the various professional issues arising from the new arrangements for the funding of in-service education.

Candidates should be experienced in the organisation and delivery of in-service education for teachers and be aware of the opportunities which will arise under the new arrangements for the development of more effective, coherent and systematic INSET policies at both individual establishment and authority level.

The INSET Co-ordinator will be a member of the advisory team and will be expected to work closely with colleagues in encouraging the development of broad, relevant and coherent curricula in schools.

**Further particulars and an application form can be obtained from the Director of Educational Services, Education Office, 255/269 High Road, Ilford, Essex.**

**The closing date for the receipt of completed forms is Friday, 30th January 1987.**

(13851)

## Assistant Education Officer
## (Schools)
**(£14,862 – £16,011)**

For this post based at County Hall we are seeking a suitably qualified person to assist the Senior Assistant Education Officer (Schools) on a wide range of work in primary and secondary education with close involvement in policy development.

**Application form and further details (sae please) from Chief Education Officer (Personnel Section), County Hall, Topsham Road, Exeter EX2 4QQ, returnable by 16 January 1987.**

(13859)

DEVON
AN EQUAL OPPORTUNITIES EMPLOYER

ADMINISTRATION – LEA
continued

**OXFORDSHIRE**
COUNTY COUNCIL
Continuing Education - Home/School Partnership
Advisory Headteacher - Group 5
Enthusiastic teacher with relevant experience either in schools or continuing education required to develop this initiative with minority communities. Possibility of attachment to the project on secondment.
Further details and an application form are available from the Chief Education Officer (Ref JAC), Macclesfield House, New Road, Oxford OX1 1NA. SAE please.
An equal opportunity employer. (37081) 480000

**SHROPSHIRE**
EDUCATION COMMITTEE
PRIMARY ADVISERS
A vacancy currently exists for a Primary Adviser and it is hoped that two new posts will be established under GRIST funding.
Salary in on Soulbury Headteacher Group 9.
Application forms and further particulars are available from the County Education Officer, Education Department, Shirehall, Shrewsbury. (send s.a.e. please).
Completed forms should be returned by 26th January 1987. (37315) 480000

**Redbridge**
London Borough

Appointment of

**GENERAL INSPECTOR (SECONDARY)**

(Burnham H.T. Gp. 8 equiv. + London Allowance, currently £17,511-£18,999 p.a.)

Applications are invited from good honours graduates for this new post which is being established with effect from 1st April 1987.

Candidates should have had wide and successful teaching experience in secondary schools (including management responsibility at deputy head level or above), have been actively involved in developing the curriculum, be interested in secondary education issues generally and be keen to work as a member of a team. The authority is committed to the development of a broad, relevant and coherent curriculum (with high educational standards) and the advisory service is seen as having a key role to play in this.

**Further particulars and an application form can be obtained from the Director of Educational Services, Education Office, 255/259 High Road, Ilford, Essex.**

**The closing date for the receipt of completed forms is Friday, 30th January 1987.** (13088)

**Lancashire County Council**
AN EQUAL OPPORTUNITY EMPLOYER

**STAFF TRAINING CO-ORDINATOR**

Salary: Principal Officer Range £16,243 to £16,374 per annum

Required at the Lancashire Accredited Training Centre, Chorley, Lancs

The above Centre is part of a national network providing training for staff from industry, commerce, voluntary organisations and local authorities engaged in the delivery of the Youth Training Scheme (YTS). The Centre which is based on a consortium of the colleges of further education in Lancashire, is a joint project of the Manpower Services Commission and Lancashire County Council. It operates a training provision balanced between external courses and in-house training tailored to suit individual Scheme needs.

Applications are invited from those with appropriate training or education experience and an up-to-date understanding of YTS. The post requires well developed communication and negotiation skills, organising and management ability together with lecturing/tutoring skills. It is offered initially as a one year contract from 1st April, 1987 until 31st March, 1988. Secondment will be considered (if appropriate).

Application form and details from Chief Education Officer, Education Department, PO Box 61, County Hall, Preston PR1 8RJ, quoting Ref: A1181/1/PJ (SAE please).

Closing date: 23rd January, 1987 (11207)

**Senior Administrator**
**£11,952–£12,894**

This post in the Educational Services team in Plymouth involves all administrative arrangements relating to pupils special educational needs and includes liaison with other agencies. The post would suit someone with previous experience in education.

Application form and further details (SAE please) from the Chief Education Officer (Personnel Section), County Hall, Topsham Road, Exeter EX2 4QG.
Closing date 23 January 1987.
(13870)

**DEVON**
AN EQUAL OPPORTUNITIES EMPLOYER

**Administration General**

**LONDON W1**
Experienced graduate teacher (historian) required with some library or archive and administrative experience required for a challenging post in independent girls school. The person appointed would be responsible for running a Senior Library, serving staff and 120 A Level students, and for re-organising the College's archive collections, which date from 1848. Hours flexible, but above 2½ days a week; salary pro rata Assistant Librarian Grade (9) or Burnham equivalent.
Applications with a full curriculum vitae and names and addresses of two referees should be sent before 31st January to the Principal, Queen's College, 43-49 Harley Street, London W1N 2BT. (37700) 500000

**BROMSGROVE AND REDDITCH**
HEALTH AUTHORITY
HEALTH PROMOTION DEPARTMENT
HEALTH EDUCATION OFFICER (SCHOOLS)
A & C SCALE (£8,352 - £10,436 PER ANNUM
We are looking for an enthusiastic teacher, experienced in personal and social education programmes to continue and enhance strong, well established links with Schools and Colleges in this district.
This is a newly created post which offers an exciting opportunity to develop effective Health Education Programmes. The Department is currently involved in extensive 'Life Skills' training for teachers, so the commitment to developing 'Life Skills' Projects across the curriculum is essential.
The post also provides an excellent opportunity for involvement in a wide Health Education context.
For further information about the post, please telephone Mrs. Eileen B. Bruce, District Health Education Officer (0527) 36903.
Job Description and Application Forms are available from: Mrs. L. Evans, Unit Personnel Officer (Primary Care), Smallwood Health Centre, Redditch, Worcs. (0527) 60121.
Closing Date for Applications is 30th January 1987. (37537) 480000

**Buckinghamshire County Council**

BUCKINGHAMSHIRE
EDUCATION DEPARTMENT
*Equal Opportunity Employer*

**Principal Adviser**
**Salary: £22,251–£23,700 (Soulbury Group 12)**

This most important and challenging post will fall vacant from 1 September 1987.
The Principal Adviser leads a team of 20 advisers and co-ordinates all advisory services to enchance the quality of the full range of educational provision in Britain's fastest growing county.
Applicants should have substantial and varied teaching experience and ideally should have gained management skills in a senior position in education, including experience as an adviser.
**Further details and application forms from Chief Education Officer, County Hall, Aylesbury HP20 1UZ (Telephone Aylesbury (0296) 395000, Ext. 600/602.**
**Closing date: 23 January 1987.**
***RE-ADVERTISEMENT***
***PREVIOUS APPLICATIONS WILL BE RECONSIDERED AUTOMATICALLY*** (11713)

**Lancashire County Council**
AN EQUAL OPPORTUNITY EMPLOYER

**County Adviser Inset (Secondary)**
**Salary: Soulbury Headteacher Group 8 – £16,785 to £18,273 per annum**
**Required in the Education Department, County Hall, Preston, Lancs**

The post is concerned with In-Service Education and Training and will involve some administrative responsibilities with a mainly advisory brief.
Application form and details from Chief Education Officer, Education Department, PO Box 61, County Hall, Preston, PR1 8RJ, quoting Ref: CO 328/1/PJ. (SAE please).
Closing date: 19th January, 1987. (02124)

DIRECTORATE OF EDUCATIONAL SERVICES
Careers Service

**Senior Careers Officer**
(Special Needs)
Salary: Scale SO1 £11,307 – £12,009 per annum inclusive.
We are urgently looking for a qualified officer with successful careers service experience. The case load will include generic work.
Application forms available from the Recruitment Office, The London Borough of Barnet, 16/17 Sentinel Square, Brent Street, Hendon, London, NW4 2EN. Telephone 01-202 8282 Ext 424 (01-202 6602 outside office hours).
Closing date 22nd January Ref: 603/233
AN AUTHORITY COMMITTED TO EQUAL OPPORTUNITIES
LONDON BOROUGH **Barnet**

Unless otherwise stated application forms can be obtained, on receipt of a s.a.e., quoting job ref. no., from the Personnel Department, 7 Northumberland Square, North Shields, Tyne and Wear NE30 1QO.
"It is the policy of this Council to provide equal employment opportunities and consideration will be given to all suitably experienced and qualified applicants regardless of disability, sex, race or marital status."

EDUCATION DEPARTMENT
Applications are invited for the following advisory staff vacancies:-

**Post A**
**ADVISER/INSPECTOR**
Primary Education (Re-advertisement)
(Ref No 466-86)

Salary – Soulbury Headteacher Group 8 (£16,785–£18,273 p.a.)
Suitably qualified and experienced persons are invited to apply for this new second-tier post in the Advisory Service. The person appointed will assist with the general management of the advisory team, and take a leading and co-ordinating role in curriculum development, staffing, professional advice and inspection. Applicants should have extensive experience with the pre-school and primary age child. It is expected that the successful applicant will have held a senior post in primary schools, and have appropriate experience of advisory work.
Previous applicants should indicate *in writing* their continued interest in the post.

**Post B**
**EDUCATION ADVISER (MATHEMATICS)**
(Ref. No. 468-86)

Salary – Soulbury Headteacher Group 8 (£16,785–£18,273 p.a.)
A well qualified and experienced teacher is required for this post. The person appointed, one of a team of general advisers under the direction of the Senior Adviser/Inspector, will have territorial and pastoral as well as subject area responsibilities. The main emphasis of the subject responsibility will be upon Mathematics, but the successful candidate will be expected also to exercise general oversight of the Authority's extensive micro-electronics programme.

**Post C**
**GENERAL EDUCATION ADVISER**
**with Special Responsibility for In-Service Training**
(Ref. No. 467/86)

Salary – Soulbury Headteacher Group 8 (£16,785–£18,273 p.a.)
The main duties of the post will be to assist in the identification of INSET needs across the Borough, to co-ordinate provision for these needs and to play a major role in the evaluation and development of the Authority's in-service programmes. Some general pastoral duties to schools may also be required.
Applicants will be expected to have had experience of senior management in schools, to have proven organisational skills and to demonstrate a commitment to in-service training both as receivers and providers.
It is hoped that the persons appointed will be able to take up their duties on or before 1st April 1987 or, subject to agreement, as soon as possible thereafter.
Closing date for all the above posts is 23rd January 1987.
North TYNESIDE
Metropolitan Borough Council (02183)

LONDON BOROUGH OF HAVERING
EDUCATION DEPARTMENT

**ADMINISTRATIVE ASSISTANT**
**Grade APTC Scale 6**
**Salary £10,251–£10,902 p.a.**

An Administrative Assistant is required in the Youth and Community Service to develop and initiate effective schemes for the efficient management of the Service. Applicants should be energetic, interested in Youth and Community affairs and have a sound administrative experience.
This Assistant will be responsible for a small team of Youth Service clerical staff and he/she will in turn be responsible to the Head of the Further Education Section of the Education Department for administrative purposes. Please quote ref: Staffing/LG/314.
**Application form and further details are available from the Director of Educational Services, Mercury House, Romford RM1 3DR. Tel: Romford 66999 ext. 4951. Closing date 23rd January 1987.** (11724)

**Suffolk County Council**
Suffolk County Council Education Department

**ASSISTANT EDUCATION OFFICER**
(Area Management) £14,475 – £15,627 per annum

Applications are invited for the above post in the Area Management Division. The postholder will be responsible to the Principal Education Officer (Area Management) and will carry out duties arising from the Education Act 1986, as well as assisting with the operation of the schools. He/she will also be involved in the recruitment of teaching staff and in undertaking special projects from time to time. The post offers an unusual opportunity for an energetic and ambitious person to gain experience of the education service at both county and area levels.
Applicants must be graduates with experience of both teaching and education administration.
An essential car user allowance is attached to the post and other fringe benefits include generous assistance with removal expenses.
Application forms and further details are available from the County Education Officer, St. Andrew House, County Hall, Ipswich IP4 1LJ (SAE please).
Closing date: 19th January 1987. (0202)



ADMINISTRATION – GENERAL
continued

**ROYAL NATIONAL INSTITUTE FOR THE BLIND**
INTEGRATION COORDINATOR
Applications are invited for the post of Integration Coordinator to undertake work associated with RNIB's support for visually handicapped children in mainstream education. This is a new post.
The major aim of the work is to provide a framework for RNIB's support for integration and to identify priorities for implementation within this framework. The successful candidate will be expected to liaise with different RNIB divisions and to become familiar with the range of existing services that RNIB makes available in these in integrated settings. A good communicator is sought who has a lively appreciation of the needs of visually handicapped children, young people and those who work with them in mainstream education.
A working knowledge of LEA structures would be helpful, together with the ability to express ideas clearly to a wide variety of people.
NJC conditions of service. Salary PO4 £14,862 - £15,011 p.a. plus London weighting.
For further details and an application form, please apply to: Education Department, (ICCR), RNIB, 224 St Pancras, London WIN 5AA. Tel: 01-388 1266. Ext. 270.
Closing date for receipt of completed applications January 27th, 1987. (37344) 500000

**EDUCATION CORRESPONDENT**
News and Current Affairs Group

**BBC RADIO**

We are an equal opportunities employer

**Education** from Nursery to Post-graduate; it's politics, economics, industrial and social relationships; it's the future. That's the brief: the medium is BBC Radio 1 to 4 and the salary will be up to a maximum of £23,800.
Considerable educational journalism as a background is essential.
Based Central London. Relocation expenses considered.
Contact us immediately for application form (quote ref. 6030/TE and enclose s.a.e.) **BBC Appointments, London W1A 1AA. Tel. 01-927 5799.**

SCHOOL CURRICULUM DEVELOPMENT COMMITTEE
In association with DTI, DES, LEAs CBI and the TUC
THE SCHOOL CURRICULUM INDUSTRY PARTNERSHIP

Following the establishment of the Partnership, September 1986 to August 1989, applications are invited for the post of

**Regional Coordinator – Wales/South West**
**Based at Bath University**
**Effective from April 1987 to August 1989**

SCIP exists to help young people to obtain a deeper understanding of the industrial world. The Regional Coordinator will be responsible for the implementation of the agreed Partnership brief in the region and will contribute to the work of SCIP on a national basis.
The successful candidate will be expected to demonstrate:
A sound knowledge and practical experience of curriculum development, research and evaluation, with particular relevance to education and industry.
A strong commitment to changing the curriculum through support to practising teachers.
Considerable skills in the areas of management, writing, editing and diplomacy. (00311)

SCHOOL CURRICULUM DEVELOPMENT COMMITTEE

**HEAD OF INFORMATION SECTION**

The School Curriculum Development Committee seeks an experienced manager (Higher Executive Officer Grade) to be responsible for the day-to-day running and efficiency of its Information Section. The Section provides wide-ranging services to teachers, educational advisors and in house staff in the areas of Information, Library, Press and Publicity.
As Head of the Section, you will direct the work of a dedicated seven-strong team in all aspects of their activity. Personal responsibilities will involve you in developing publicity and information systems, and extending a network of Curriculum Development Bases. You will advise staff on the use of information systems and will be expected to contribute to the work of committees.
You will need to be a skilled communicator with experience in the field of curriculum development and educational administration. An understanding of computerised information systems is essential. A practical background in research, development or dissemination work is desirable.
Starting salary will be between £10,795 and £13,306 (including London Weighting) depending on experience. Benefits include a non-contributory pension scheme.
**For futher details and an application form: Mrs Ann Stewart, School Curriculum Development Committee, Newcombe House, 45 Notting Hill Gate, LONDON W11 3JB. 01-229 1234 ext. 292.**
Closing date for applications 23 January 1987. (00512)

SCHOOL CURRICULUM DEVELOPMENT COMMITTEE

**NATIONAL CO-ORDINATOR**
**Education for Economic Awareness**

The School Curriculum Development Committee is launching a major initiative to co-ordinate and stimulate the development of economic awareness as a part of general education. A national co-ordinator is required to direct the work. The appointment will be for one year in the first instance with the likelihood of re-appointment for a further 2/3 years. The starting date will be May 1987 or as soon as possible thereafter.
In addition to having a sound working knowledge of the educational system in England and Wales and curriculum development 5-16 in particular, some experience of in-service teacher education and familiarity with distance learning and/or materials production, plus, if possible, experience outside the educational sector, would be advantageous. All candidates should demonstrate the ability to lead and manage a major innovation programme.
Salary £15,783 – £20,930 (inclusive of London Weighting).
Alternatively, the successful candidate may wish to apply for secondment on present salary plus an allowance.
Application Forms and further details from:
The Admin Team
SCDC
Newcombe House
45 Notting Hill Gate
London W11 3JB
Telephone: 01-229 1234 Ext 292/3
Closing Date: 28th January 1987. (11647)

**Project Worker**
**£8,724-£9,349 or £9,646-£10,497**

The Slough Project Centre is one of 5 such Centres in Berkshire whose primary objective is to provide effective alternatives to Residential Care or Custody for Juveniles. We are looking for an enthusiastic member of staff to join a small team committed to a strategy of facilitating the preventative process to avoid children/young people's reception into Care or Custody who are in trouble with the law or experiencing difficulties at home and/or school. Responsibilities of the post will include; working with young people attending the Centre individually or in groups, to develop their ability to take responsibility for their own actions and plan their own lives. To visit, advise and assist the families of young people attending the Centre. To liaise with Social Workers, Schools and Probation Officers involved with clients.
Applicants should have a proven record of at least 4 years full time work experience with young people. To be eligible for appointment to the higher salary, Scale 6, applicants must hold a relevant qualification (professional qualification in Social Work, Youth and Community or Teaching). Some evening and weekend work is an essential requirement of this post.
For further information and informal discussion about the post, please contact Mr Rob Whittington, Project Centre Organiser on Slough 22702.
Application Form and Job Description available from the Personnel Section, Slough Social Services, Highfield, Ledgers Road, Slough SL1 2QY. Tel: Slough 31201, ext. 207.
Closing date 26th January.
*An Equal Opportunity Employer*

**Royal County of Berkshire**

**PEI PITMAN EXAMINATIONS INSTITUTE**

**EXAMINATIONS MANAGEMENT OFFICER**

Pitman Examinations Institute is a leading examinations body specialising in Secretarial, Office and Commercial Skills.
We are seeking to appoint an educational administrator to take overall responsibility for our Quality Review Systems for Markers.
Applicants should be graduates or hold a similar qualification. Good communication skills, tact and an ability to co-operate with colleagues are essential. The successful applicant must be able to operate with confidence across the Institute's full subject range.
Starting salary from £9,000–£12,000 according to age and experience.
**Further details are obtainable from the Personnel Manager, Godalming, Surrey GU7 1UU. Closing date for applications Friday 23rd January.** (13509)

**EMFEC**
EAST MIDLAND FURTHER EDUCATION COUNCIL

*Readvertisement*
Applications are invited for the post of
**PRINCIPAL ASSISTANT SECRETARY**
to the above Council.
The post involves co-ordination and development of further education including examinations administration at regional level. The successful applicant will become a senior member of the Council's management team with a particular responsibility for supervision and development of the computerised information and office systems.
Some knowledge of examinations and experience in administration or teaching in further education or in training in industry is desirable. A degree of confidence in working with computer systems is essential.
Salary scale £13,653–£14,862 (NJC Principal Officer Scale).
**Further details and application forms from the Secretary, EMFEC, Robins Wood House, Robins Wood Road, Aspley, Tel: Nottingham 293291.**
**Final date for receipt of applications: 30th January 1987.** (11711)

SOUTHWARK DIOCESAN BOARD OF EDUCATION

**ASSISTANT SCHOOLS OFFICER**
**(Commencing salary: £8,689 to £10,617)**

Graduates (teachers or otherwise) are invited to apply for this new post primarily offering administrative support to the Deputy Director/Schools Officer. The post will provide an ideal starting point for a career in education administration.
***Full details and application form from:*** **The Director of Education, S.D.B.E., 48 Union Street, London, SE1 1TD.**
CLOSING DATE FOR APPLICATIONS JANUARY 30th, 1987
**THE BOARD OF EDUCATION IS AN EQUAL OPPORTUNITIES EMPLOYER** (00469)

Education
**Residential Care Officer**
**£5,358-£8,640 p.a.**

Required to complete the staffing at the Hopwell School, Ockbrook, Nr. Derby, a residential school for secondary-aged boys with emotional, behavioural and social problems. Grade dependent upon qualifications and/or experience. Applicants (male or female) should be enthusiastic, resilient, capable of exercising initiative and be able to work with minimum supervision, although support is readily available from senior staff.
**Further details and application forms can be obtained from the Head Teacher, at the school. Closing date 22 January. Please quote Ref. 145.**
*An Equal Opportunity Employer.*

**Nottinghamshire County Council**
County Hall, West Bridgford, Nottingham NG2 7QP

**ADMINISTRATION – GENERAL**
continued

**THE ASSOCIATED EXAMINING BOARD**

ADMINISTRATIVE OFFICER

Applications are invited for the post of ADMINISTRATIVE OFFICER at the Board's offices at Stag Hill, Guildford. The post is concerned with the Board's offices at Stag Hill, Guildford. The post is concerned with the Board's educational work and the administration of General Certificate of Secondary Education examinations for the Southern Examining Group. The officer appointed will be responsible for a group of subjects including Business Studies, Accounting, Economics, Commerce, British Industrial Society and Business and Information Studies.

Applicants should be graduates (or hold equivalent qualifications) preferably in one or more of the subjects mentioned above. Administrative experience within the teaching profession or elsewhere would be particularly useful. The post is mainly concerned with administration and organisation, but also involves important educational aspects. The experience of applicants should therefore demonstrate a close involvement and interest in the subjects concerned in a teaching or other educational capacity.

The appointment will be *on the Administrative Officer II Scale* from £8,420 per annum rising by ten annual increments to £13,420 per annum (under review). The starting point on the scale will depend on the qualifications and experience of the successful applicant.

Further details of the post, together with an application form, may be obtained from the Personnel Officer, The Associated Examining Board, Stag Hill House, Guildford, Surrey GU2 5XJ (Tel: Guildford 506506) to whom completed forms should be returned not later than 23rd January, 1987.
(37198) 500000

## Examiners

**MIDLAND EXAMINING GROUP**

Required for 1988

ASSISTANT CHIEF EXAMINER IN FRENCH

CHIEF EXAMINER IN FRENCH STUDIES

Further details and an application form available from the Oxford Office of the Oxford and Cambridge Schools Examination Board, Elsfield Way, Oxford OX2 8EP. Closing date for receipt of applications 23 January, 1987.
(37929) 600000

**SOUTHERN EXAMINING BOARD**

GCSE EXAMINATIONS TO BE HELD IN 1988

The Southern Examining Group invites applications for SENIOR EXAMINER appointments in ART and DESIGN in each of the following areas of study:

Art and Design (Unendorsed)

Art and Design (Drawing and Painting)

Art and Design (Textiles)

Art and Design (Three-Dimensional Studies)

Applicants for all four posts must have a degree or equivalent qualification in a *relevant subject, a minimum* of four years' recent relevant teaching experience, and should have examining experience at an appropriate level. Applications covering more than one area of study will be considered. Duties will commence immediately after appointments have been made.

Further details and application forms may be obtained from the Visual Arts Department, Southern Examining Group, Central Administration Office, Stag Hill House, Guildford, Surrey GU2 5XJ. Completed forms should be returned not later than three weeks after the appearance of this advertisement. (36244) 600000

## Miscellaneous

**ALTERNATIVES FOR TEACHERS.** Use professional skills in new employment. 'Careers in Writing and Publishing'; 'Careers in Radio'; 'From Teaching into Business'. £2.25 each; all three £5.95. Dept. A, Hamilton House Publishing, Brixworth, Northampton. Access phone 0604 881889. (37333) 660000

**INTERNATIONAL STUDENT EXCHANGE ORGANISATION**

Has home-based part-time openings for caring, outgoing individuals with international outlook. Work with schools and local groups to find host families for American students visiting the UK for one month this summer.

For further information write: World Exchange, 74 Mount Stewart Ave., Kenton, Middlesex HA3 0JY. (04691) 660000

**PRACTISE YOUR LANGUAGES PAYING GUEST** stays arranged in U.K., France, Germany, Spain and Italy. Also Perm/Temp. Au Pair places in France. GREATEST CARE TAKEN WITH CHOICE OF FAMILIES. Contact Mrs. Rutter, HOST & GUEST SERVICE, 592a Kings Road, London SW6 2DX. Tel: 731 5340. (37021) 660000

**SUMMER JOBS ABROAD FOR CHILDRENS COURIERS**

Experienced people, over 20, needed to organise activities for children on camping holidays in Europe, Mid-May to Mid-September.

Write giving full details to: Susan Marsh, Children's Couriers Dept., Eurocamp Travel Ltd., Tatton St., Knutsford, Cheshire WA16 6BG. (37314) 660000

**SUMMER TEACHING JOBS IN AMERICA:** work on American childrens' camps, mid June to end August: see ad under 'Holidays and Accommodation'. (55440) 660000

## Peripatetic Posts

**DORSET**

DORSET INSTRUMENTAL MUSIC SERVICE

Applications are invited from QUALIFIED TEACHERS for the full-time post of peripatetic clarinet/saxophone teacher for Eastern Dorset from 27th April, 1987 or earlier if possible.

Duties include tuition in schools, recitals and encouragement of instrumental ensembles. Group tuition methods are essential. The ability to teach the flute would be an advantage.

Salary will be Burnham Scale 1. Applicants must have a car and a current valid driving licence.

For application form (returnable by 23rd January) and further details send foolscap s.a.e. to the Staffing Officer (WEW), Education Department, Portman House, Richmond Hill, Bournemouth, Dorset BH2 6ER.
(45922) 670000

## Outdoor Education

**CAMBRIDGESHIRE**

RYA INSTRUCTOR (PREF. SENIOR INSTRUCTOR)

Required by Kimbolton School Sailing Club, April - November 1987. To be in charge of Dinghy Sailing Instruction based on RYA Scheme, with emphasis on seamanship and some racing. Duties to include course planning and equipment maintenance. Ideally able to assist with other activities, *including canoeing, boardsailing* and D of E Award Scheme. Minibus driving involved (must be 21 + with 'clean' car driving licence). Single accommodation avilable.

Further information and application form from: The Commodore, Kimbolton School Sailing Club, George House, Kimbolton, Huntingdon, Cambs. PE18 0BA.
(37355) 680000

**COURTLAND CENTRE**

Biology, Geography & Adventure Activity Courses for junior, middle and higher education. Self run or fully tutored by our qualified staff. Coastal to Dartmoor. Free preview weekends. Contact The Director, Courtlands Centre, Kingsbridge, S. Devon TQ7 4BN. Tel: (0548) 550227. (36125) 680000

**HEREFORD AND WORCESTER COUNTY COUNCIL**

WEST MALVERN FIELD CENTRE
Old Hollow, Malvern, Worcestershire WR14 4NR

Tel: Malvern 4546

Required as soon as possible an enthusiastic and suitably qualified teacher mainly for OUTDOOR PURSUITS, with pupils mostly 11-15 years and some FIELD STUDIES and FIELD GEOGRAPHY to G.C.S.E. and 'A' Level. Premanent full-time post. Scale 1.

Applicants must be prepared to accept the flexible working conditions essential for teaching in a residential Centre. The post is non-resident.

Further details from and completed forms to the Warden, West Malvern Field Centre.
(37524) 680000

**LLANDUDNO**

TY'R BRODYR ACTIVITY CENTRE
Llandudno

Residential courses in Env. Studies, all Outdoor Pursuits (inc. sailing) and F. Studies for Primary, Secondary, Y.T.S., etc.

Courses planned for you, with you or by you.

Details 0492 76822.
(04663) 680000

**NORTH YORKSHIRE**

CRANEDALE FIELD STUDY CENTRE
TEMPORARY GEOGRAPHY ASSISTANT

Post tenable March to October 1987. The Assistant must have the ability to teach geographical field studies to 'A' level standard and possess the competence and confidence to work independently with student groups. Any expertise in Ecology or Outdoor Pursuits an advantage.

Salary £37p/wk. plus B&L.

Apply by letter and c.v. to Cranedale Centre, Kirkby Grindalythe, Malton, N. Yorkshire. Closing date 28th January. (37680) 680000

**GREATER MANCHESTER MUSEUM OF SCIENCE AND INDUSTRY**

**SCIENCE CENTRE CO-ORDINATOR**

Scale 4/5 (£7,311 – £9,216)

This rapidly expanding museum is planning to open an interactive Science Centre in November 1988 as part of an ambitious development programme.

As Science Centre Co-ordinator you will be involved in *planning exhibits and liaising with designers and technicians during their construction.* You will be a good communicator of scientific and technological concepts and have a practical approach to problem-solving. Liaison with outside consultants and other institutions will be involved, as will management of a small number of staff.

Applicants will normally have been educated to degree level or hold equivalent post-school qualifications.

**Application form and further details are available from:**

The Receptionist, Greater Manchester Museum of Science and Industry, Liverpool Road Station, Liverpool Road, Castlefield, Manchester, M3 4JP. Telephone Number: (061) 832 2244.

**Closing Date:** Friday 30th January 1987.

***Oxfordshire County Council***

*AN EQUAL OPPORTUNITY EMPLOYER*

*Nursery places for children aged 6 months to 5 years may be available at a day nursery in Oxford run by the St. Thomas Day Nursery Association.*

EDUCATION DEPARTMENT

**AREA EDUCATIONAL PSYCHOLOGIST**

**Salary – Soulbury Scale £13,053 – £17,148p.a.**

Applications are invited from fully qualified Educational Psychologists for a full-time position at the Oxfordshire School Psychological Service, to work as a member of a team in North Oxfordshire.

Appropriate car allowance and removal expenses payable in approved cases. Further details and application forms obtainable from the **Chief Education Officer, Oxfordshire County Council, Macclesfield House, New Road, Oxford, OX1 1NA, or by telephone from Pat Adsett on Oxford 815512. Closing date 23.1.87.**

Interested candidates may refer in more detail to Chris Walker, School Psychological Service. Tel: Banbury 52968.
(13666)

**SHROPSHIRE EDUCATION AUTHORITY**

**EDUCATION PSYCHOLOGIST**

This is a temporary appointment to August 1987 to provide area support. Salary is in the range £10,170 – £17,148.

**Further information is available from David Jones, County Educational Psychologist (0743 254561). Application forms are available from the County Education Office (0743 254305) to be returned as quickly as possible.**
(13664)

**Instrumental Teaching Service**
**Mid Essex Area**

**PERIPATETIC TEACHER OF VIOLIN/VIOLA**

**Scale 1 or Scale 2**

Required for April, 1987, preference given to applicants who are qualified teachers with relevant diploma.

Travel expenses payable. Relocation allowances payable in appropriate cases.

**Please send foolscap s.a.e. for form and details to County Education Officer, P.O. Box 47, Threadneedle House, Market Road, Chelmsford, CM1 1LD.**

**Closing date: 23rd January, 1987.**
(11724)

ESSEX County Council

Education Department

**EDUCATIONAL PSYCHOLOGIST**

**Salary: £10,170 – £17,148. Plus £1,110 London Allowance. Casual Car User Allowance.**

A fully qualified Educational Psychologist is required as soon as possible.

Applicants should possess an honours degree in psychology, or equivalent, qualified teaching experience and post-graduate professional training.

The Schools Psychological Service is housed in an excellent purpose-built centre from which a team of 7 Educational Psychologists and 8 Specialist Teachers serve a population of approximately 35,000 young people in the 0 - 19 age range.

The Service is well equipped and supported by a good secretarial staff. There will be considerable opportunity for the successful applicants to develop particular areas of interest in a progressive service.

**Further details and application forms are available from Sue Kerfoot, Acting Principal Educational Psychologist, Seabrook House, 22 Shipton Close, Dagenham, Essex RM8 3QR. Tel. No. 01-593 7577.**

London Borough of
**BARKING and DAGENHAM**
*an equal opportunity employer*

**MIDLAND EXAMINING GROUP**

RE-ADVERTISEMENT

CHIEF EXAMINER IN

**BUSINESS STUDIES**

A Chief Examiner in Business Studies for GCSE Examinations in 1988 is required. Application forms and further details are obtainable from the East Midland Regional Examinations Board, Robins Wood House, Robins Wood Road, Aspley, NOTTINGHAM, NG8 3NR. The closing date for receipt of applications is Friday, 30 January, 1987. Previous applicants for the post need not re-apply; their applications will be considered with any new ones received.
(13611)

**Lancashire County Council**

AN EQUAL OPPORTUNITY EMPLOYER

The following is required for the 1st May, 1987 and the closing date is the 22nd January, 1987.

**Application forms from the Chief Education Officer, PO Box 61, County Hall, Preston, PR1 8RJ. (SAE please).**

**TOWER WOOD OUTDOOR EDUCATION CENTRE Ref: 6/PB**

Windermere, Cumbria

**SCALE 2 — QUALIFIED TEACHER.**

Experience of outdoor Education. Awards from MLTB, BCU, RYA (etc) an advantage. Responsible for the welfare of girls within the centre.
(13669)



**OUTDOOR EDUCATION**
continued

**DEVON**

SKERN LODGE OUTDOOR CENTRE

The professionals in Outdoor Education. Single or Multi-Activity and/or Field Study Courses for groups or individuals. For the best in instruction, equipment, facilities and value ring Martin or Andy on Bideford (02372) 75992 or write to Skern Lodge, Appledore, Bideford, Devon EX39 1NG.

See our advertisement on Page 20. (12732) 680000

**EDINBURGH**

UNIVERSITY OF EDINBURGH

DEPARTMENT OF PHYSICAL EDUCATION

Applications are invited for an Instructor (Resident) post at Firbush Point Field Centre, by Killin, Loch Tay, Perthshire. The post is offered on a two year contract commencing 1st March, 1987 or as soon as possible after this date.

Applicants must have experience and a full understanding of the teaching of water-based activities, particularly sailing, and experience in mountain activities.

Salary scale from £7,055 per annum.

Accommodation is available for a single person in return for residential duties.

Further details of the post are available from the Director of Physical Education, University of Edinburgh, 46 Pleasance, Edinburgh EH8 9TJ, with whom applications, including c.v. and the names of two referees, should be lodged by 23rd January, 1987. Please quote Ref. 7094.
(37206) 680000

**HAMPSHIRE**

COUNTY COUNCIL
DIRECTOR
SOUTHAMPTON WATERBORNE ACTIVITIES CENTRE
Salary: £14,022 - £15,636*

THE CENTRE:

new and purpose-built near the point at which the River Itchen and Southampton Water meet;

will establish and maintain strong links with secondary curriculum;

will cover work with secondary schools, youth service, adult education and colleges.

THE PERSON appointed will be:

in post for 1st April 1987;

an experienced and well qualified sailor;

committed to the Principles of Outdoor Education;

a candidate with proven management skills;

able to take special responsibility for higher education, youth service and adult education waterborne activities development.

* The Salary Scale incorporates an additional percentage of working evenings and at weekends.

We operate a policy of equality of opportunity. Applications particularly welcome from people with disabilities.

Ref: FE/STAFF/TW.

CLOSING DATE: 27th January 1987.

Application forms and further details available from The County Education Officer, The Castle, Winchester SO23 8UG (please include sae) or Tel: Winchester 54411, Ext. 476 quoting the above extension.
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Application form (s.a.e.) from, and to be returned to, Acting Education Officer, Aylesbury Vale Area Education Office, Exchange Street, Aylesbury, Bucks. HP20 1UH. Closing Date: 23 January 1987. (37610) 710000

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See under Nursery Education. (37603) 710000

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## Educational Courses appear this week on page 6.

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(45881) 820000

**University of Exeter School of Education**
**Residential Conferences at the Crossmead Centre**

(1) *The Evaluation of INSET:* 23–25 February, 1987

(2) *Small Schools:* 30 March–2 April, 1987

Both Conferences are intended for LEA and School representatives.

**Details from Mrs Beryl Phillips, University of Exeter School of Education, St. Luke's, Exeter EX1 2LU (0392/264836).** (02186)

**UNIVERSITY OF MANCHESTER ONE DAY CONFERENCE**

'PARENTS AS PARTNERS?'

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S. Wolfendale
J. Sayer
P. Widlake
G. Kanji
P. Mettler

Monday January 12th 1987. 10.00 am to 5.00 pm.

Muriel Stott Centre, John Rylands Library, University of Manchester £20.00 at door.

061-273 3333, Ext. 3098.

Dept. of Education, University of Manchester.
(37820) 820000

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D. Drysdale
D. Dick
R. Stowell
C. Marshall
A 'Consumer' Panel of handicapped young people
E. Whelan
P. Mittler

Friday January 16th 1987. 10.00 am to 4.30 pm.

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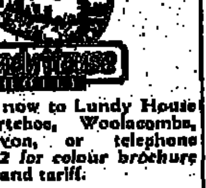
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## PERSONAL COLUMN


PAUL JOHNSON

# Staying power

**'A school where academic attainment is virtually the sole criterion of success is likely to be a sad place'**

One of the most striking characteristics of the educational "reforms" which left-wing Labour councils are trying to impose on the schools they control is their disregard for human nature; their inhumanity as you might term it.

This is notably expressed in the campaign against competitiveness. Children are to be discouraged from competing against each other. It is not hard to see how this idea got into the socialist mind. Competition is inherent in the market mechanism and thus in capitalism; to make children compete at school is to pre-condition them for living in a capitalist society, to train them for "the rat race". Stop them competing at school and they are more likely to embrace the social egalitarianism which is the hallmark of a civilized society.

Not a convincing argument, particularly since it employs a spectacularly misleading expression. It is not rats who race, but humans. Rats run fast to escape danger. Only humans race for the hell of it. It is one of the ways in which we differ most profoundly from the animal world.

Asked to define "horse sense", Daniel O'Connell replied: "It is the instinct which stops horses putting money on humans."

A lot of our competing and racing is silly, and is conducted for no discernible gain. It often makes nonsense of Utilitarian theory. It is an instinct and must, I suppose, be based on some deep biological need. It may well be closely related to the development of our humanity as opposed to our animality.

At any rate it is there. Any institution based on the premise that the competitive instinct can be successfully denied is unlikely to flourish. The debris of such experiments litter the countries behind the Iron Curtain.

Schools, in fact, are institutions where the urge to compete can be most successfully and benevolently exploited. Acquiring skills of all kinds is difficult, tedious, often discouraging; competing gives it a zest and can turn duty into pleasure. A good school might be defined as one where the competitive instinct is intelligently and sensitively employed.

I suspect one reason why Labour education theorists dislike competition is that they associate it with the public schools and upper class, or at any rate *bourgeois* attitudes. Nothing could be more misleading. Most successful educationists have made use of the instinct in one form or another.

Competition, for instance, played a central part in the organization of teaching at the so-called Lancastrian schools in the first decade of the 19th century. These were important, not only in themselves but because they provided the basis on which Henry Brougham launched his "Schools for all" campaign, the progenitor of universal state education in Britain.

Joseph Lancaster was an 18-year-old Quaker when he opened his first free school in south London. As he could not afford an assistant, and as so many poor children flocked to his establishment, he developed a system whereby he taught the lesson to the older pupils and they passed it on to groups of their juniors.

It was crude, but it worked because Lancaster understood children and how they absorb knowledge and acquire skills. By 1804, he had 500 pupils; three years later 45 of his schools were thriving.

Lancaster knew that children enjoy competitions of every kind and he employed the instinct for all it was worth because it was free and he had no other resources. He organized competitions between individuals and between the separate classes at the same level, with the pupil-monitors acting as team leaders. There were small but much-relished prizes and hugely-enjoyed victory celebrations for the teams.

Among the poorest of the poor, he made learning exciting and fun; he deployed the urge to compete as a far more effective stimulus to effort than the fear of punishment.

The secret of a successful school, I think, is to spread the competitive fervour over as wide a range of accomplishments as possible. A school where academic attainment is virtually the sole criterion of success is likely to be an ineffective and sad place because it is in fact valuing only one kind of skill, the ability to pass exams. If this were the key to success in life we should end up being ruled by dons who, almost by definition, possess this skill (and little else) in the highest degree. What a terrifying prospect!

On the other hand, nothing can be worse than a school where sport is king and the social hierarchy of success, as it were, is dominated by the "muddied oaf and flannelled fool". Sport is useful in school not least because it develops team and cooperative instincts as well as the individual desire to compete and excel.

Equally important, it gives the non-academic child a chance to achieve a position in the school's esteem. But sport is a greedy consumer of valuable time, as success at it is more likely to inculcate [illegible] notions of what adult life is about than [illegible] other ephemeral fame of schoolda[ys].

A strong spirit of competition in a sch[ool] is justified if it is based on the assump[tion] that all of us have a talent for something, [and] that it is part of the job of the school to br[ing] that talent to light and accord it credit. Th[e] arena of competition should be as wide as possible.

Academic performance and sport [will] necessarily have large places. But the sp[irit] should also embrace acting and elocution, dancing and mime, the visual arts and music, debating and organizing – indeed, any ki[nd] of creative, manipulative or mental sk[ill] which can be competitively measured. [A] way can always be found to persuade eve[ry] child, however diffident, that there is a field where he or she can be first.

But, when all is said and done, competi[tion] does involve casualties. The be[st] schools will always be highly competiti[ve] and they will always contain unhappy chil[dren] for whom the pace is too fast. But the life, too, is rough; and schools, I suppose, must prepare us for its roughness as well as its more just criteria.

One of the most valuable lessons scho[ols] can teach is that the unfairness of life is [no] reason for contracting out of the struggle. We can progressively improve the rules b[ut] we must all stay in the game. For, as Hobbes pointed out, the whole of life is a race and "there can be no contentment but in pr[o]ceding".

### NEXT WEEK

**Whose Liberty?**
Professor Anthony O'Hear says that the Hillgate manifesto echoes John Stuart Mill

**Time to celebrate**
The Commonwealth Institute in its jubilee year. Sue Surkes reports

**Outsoaring disaster**
Edward Blishen on the late John Vaizey

**Equipped for science**
John A Barker and Bob Fairbrother on the ASE exhibition

**Extra: Music**

## NOTICEBOARD

### PEOPLE...

**Mr K Thompson**, acting director of North Staffordshire Polytechnic, to be the new director in succession to Dr J Dickenson.
**Mrs Margaret Hufford** to be head of Titchmarsh C of E primary school, Northamptonshire, in succession to Mr Neville Chambers.
**Dr Anthony Dachs**, director of studies and deputy head of Stonyhurst College, Lancashire, to be head of St Benedict's School, Ealing.
**Mr I Osborne** to be head of Belhaven Hill, Dunbar, on the retirement of Mr D Vass next July.

### CONFERENCES...

*February 5*
*What has happened to appraisal?* A national conference to review staff appraisal in education for education officers, heads of primary and secondary schools and principals of colleges at the Industrial Society, 48 Bryanston Square, London W1 with Angela Rumbold and Fred Jarvis. Fees: members £58.65, non-members £69. Details from Amanda Russell, Education Department, Industrial Society.

*February 18*
*Open learning in schools and colleges*: a Flexitrist Project conference for senior managers in l.e.a.s, teacher advisers, DES and l.e.a. inspectors, headteachers, directors of studies, TVEI and TRIST co-ordinators at the Royal Society of Arts, John Adam Street, Adelphi, London WC2. Details from Mark Stacey, Flexitrist Project Manager, Canterbury College of Technology, New Dover Road, Canterbury, Kent CT1 3AJ. The Flexitrist Project is funded by the Manpower Services Commission from the central TRIST budget, and one of its main aims is to encourage independent styles of learning.

### COURSES...

*February 2–4*
*Micro-organisms in biotechnology*: a course for school teachers at the City of London Polytechnic designed to assist them to help their students become more aware of developments and applications of biotechnology. Most of the practical work offered could be carried out in school science laboratories and emphasis will be placed on the safety aspects of handling micro-organisms. Fee £40. Details from the Short Course Unit, City of London Polytechnic, 84 Moorgate, London EC2.

*February 4–6*
*Action on assessment for higher BTEC awards* – a Further Education Staff College workshop for course tutors and college co-ordinators to develop and review their college policies and practices in the light of the development of policy in BTEC. It will be held at the International Hotel in Leicester. Fee £200 (residential), £130 (non-residential). Details from Keith Scribbins, FESC, Coombe Lodge, Blagdon, Bristol BS18 6RG.

*From February 9*
A series of short and weekend courses in non-Western performing arts, including African drumming and dance, Indian music, drama from Africa and the Caribbean, steel band, instrument making and Latin American drumming and dance. Fees are nominal for the week courses that are designed for young, unemployed artists, but may also appeal to teachers. Fees for weekend courses aimed at experienced performing artists and teachers are £25. Details from Jennifer Willocks, Jenako Arts, 49 Balls Pond Road, London N1, 01-249 6062.

### EVENTS...

*January 15 and 16*
Worcester City Museum and art gallery workshops for secondary school pupils on relief-printing techniques with Elaine Kowalsky, a contributor to the exhibition *Contemporary British woodcuts*, until January 24. Workshops for primary school childen are also planned for January 22 and 23. Details from the Art and Exhibitions Officer, Worcester 25371, or the Education Officer on Worcester 355071.

*January 18–25*
International storytelling festival at Watermans Arts Centre, 40 High Street, Brentford, Middlesex TW8 0DS. Teachers' workshops on January 19, 20 (primary) and 21, 22 (secondary). Tickets £10; 01-586 1176.

*February 11*
Institute of Health Education meeting on *Fitness – an attainable goal for all* at Loughborough University of Technology. Speaker: Dr Adrianne Hardman. Fee £3. Details from Dr Leo Baric, Secretary, Institute of Health Education, 14 High Elms Road, Hale Barns, Cheshire WA15 0HS.

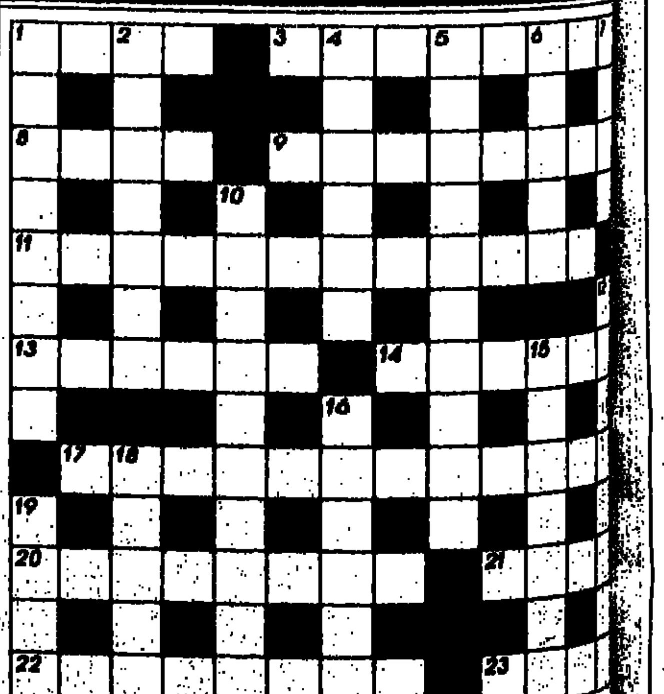
*February 12–14 and 17*
*Mozart in Egypt – Magic Flute* events at the British Museum with Kent Opera and the Royal Opera House, Covent Garden for 10 to 14-year-olds in school or family groups. The study days will look at the opera's Egyptian elements and will include musical preparations and performances. Fee £1 adults, 50p children. Saturday, February 14 is especially aimed at families and includes an afternoon performance at the Royal Opera House. Details from The Education Service, British Museum, Great Russell Street, London WC1, 01-636 1555 ext 511.

*February 18*
Children's multicultural book fair at Palmers Green Library, Broomfield Lane, London N13 organized by DIETS (Discussion and Information on Educational Topics Service), a community information service based in Edmonton, North London and sponsored by Enfield Association for Education. Details of this and other activities from Alan Finkel, Project Leader, Keats Room, Millfield House, Silver Street, Edmonton N18 1PJ.

### PUBLICATIONS...

*Survey of postgraduate courses relevant to the teaching of English as a foreign language* by Hilary Rees-Parnell on behalf of the teacher development group of the IATEFL. It is available from the KELTIC Bookshop, 25 Chapstow Corner, Chepstow Place, London W2 4TT.

## No 287 CROSSWORD by Ru[...]



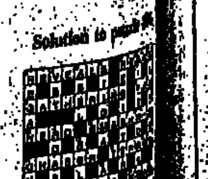
**Across**

1 It is thought to be almost perfect (4)
3 One of the art gallery's main exhibits? (8)
8 Side of fresh meat (4)
9 The sort of scenery provided by Co. Antrim? (8)
11 It may help in crime scene reconstruction (12)
13 Put on a ship taking back a native of Australia (6)
14 A jolly girl for the Fleet (6)
17 Public agent employed by mathematicians (6, 6)
20 A base got destroyed – by this? (8)
21 Well-established business (4)
22 Lantern I replaced inside (8)
23 Blueprint for a tail-less aircraft (4)

**Down**

1 New form of travel in space (8)
2 The scholar takes ages to sum up (7)
4 An extremely self-conscious person (6)
5 Loaf around for a while? (5, 5)
6 Tricky performance as an act in variety (5)
7 Every one in teaching (4)
10 Wind instrument (10)
12 Great number [...] an [...] worker (8)
15 Rise for the [...] ers? (3-4)
16 Game in the [...] a puzzle (6)
18 Go round the [...] on it (5)
19 A way [...] wine (4)

Solution to puzzle [...]



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THE TIMES

# Educational Supplement

FRIDAY JANUARY 16 1987 NUMBER 3681 FIRST PUBLISHED 1910 PRICE 60p


Picture by Chris Kelly.

A well-wrapped-up mother ends her expedition to St Michael's infants school, Maidstone, Kent with two children in tow. St Michael's was open, unlike thousands of schools throughout the country which have been forced to close in the face of arctic weather conditions. Full report – page 3.

### Boards reject advice to check borderline A level results

# Major discrepancies found in exam grades

by Ian Nash

Two examinations boards have been criticized for penalizing A level candidates because they have no system for checking borderline grades.

Recent spot checks by scrutineers from the Secondary Examinations Council revealed major discrepancies, including cases where pupils deserving a B grade were awarded D because of slight errors in judgement by the examiners.

The two boards involved are the London and Southern Regional Examining Boards. But they argue that their systems of marking are more effective than those that require borderline checks.

Politically, the issue is a highly sensitive one for the SEC which is wary about encroaching on the boards' autonomy.

One of the scrutineers, Professor Paul Black, chairman of the Oxford and Cambridge Schools Examining Board's Nuffield science section, stressed the importance of borderline review, particularly when a place at university may depend on the result.

"It ensures that no one just misses a grade or is given the wrong one through an error of marking. It is impossible to read 9,000 to 10,000 scripts and so we, like other boards, check the borderlines between grades E and O and between B and C."

Professor Black has worked with Mr John Lewis, recently retired as chairman of the 18-plus physics committee for the SEC, as scrutineers. They found predictable errors in all boards' examination results.

Mr Lewis said: "When we have done scrutinizing in the past we have found cases where there were serious mistakes. But in cases where there was no borderline scheme, they were not found by the board concerned. In my role on the SEC I have protested very strongly."

He doubted whether such major discrepancies as a shortfall by two grades would happen again, since the widening of band C at A level. But he did think the issue warranted a wider inquiry.

"Every board argues that they have very good marking schemes but that does not stop the majority from carrying out borderline checks. Everyone makes mistakes, however perfect, but one or two marks can make all the difference."

A spirited defence of the alternative to borderline reviews came from Mr Geoff Pilliner, officer of the Associated Examining Board, which is part of the Southern Regional Examining Board.

"For a borderline marking scheme to be as effective as our system would be expensive and cause considerable delays in the release of results," he said.

The AEB system was to replace the borderline review with a check on 15 per cent of all scripts to ensure that major errors are picked up. In addition there was a routine check on all scripts.

# Radio re-tune in the air

by Carolyn O'Grady

BBC Radio education programmes could be switched from VHF to 247 medium wave by 1988 even though many schools are equipped with specially-designed VHF-only radios.

Mr Nelson Trowbridge, adviser for educational technology in Hampshire, said that his authority began re-equipping its 592 primary and 109 secondary schools with VHF-only radio receivers three years ago, spending thousands of pounds in the process.

He said it would be "a very serious matter educationally and financially for schools and colleges if educational broadcasts were transferred." The BBC had not consulted the teaching profession about the possibility of this change, he added, even though the standard of medium wave reception was poor in some parts of the country.

A BBC spokesperson confirmed that the question of transferring educational radio broadcasts was being considered but no decision had been taken yet. Radio's entire future was under discussion, she said, with the Green Paper on radio imminent.

It is known that Brian Wenham, head of radio, is keen to stop the splitting of frequencies which now occurs to accommodate educational and other areas of broadcasting.

# Borough faces 26% rate cut

by Sue Surkes

Nursery provision and school maintenance are two of the priority areas likely to be threatened if a 26 per cent rate cut is imposed on the London borough of Newham, the council's education chair warned this week.

Ms Leisha Fullick, who estimated that next year's budget could be up to £10 million smaller than this year's, said cuts in nursery provision could have a serious impact given Newham's large number of single parents.

More than a quarter of the borough's schools were built before 1914, she added. "We have suffered a continued cutback in government funding for education in the borough and I do not think there is a single school that does not have a leaking roof."

Ms Fullick said the borough's attempts to improve the quality of participation post 16 were likely to be curtailed but she stressed that the council, if forced to make savings, would target areas that could be quickly restored.

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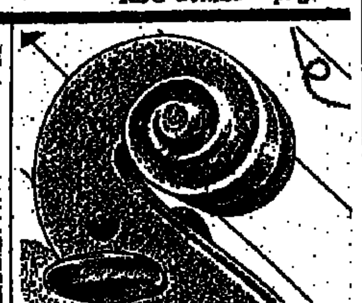

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TIMES PAST
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# Mr Baker's prescription

Forty-three years later, Mr Kenneth Baker has discovered that the 1944 Education Act doesn't provide for a centrally directed system of schools, each pursuing the same curriculum and employing the same teaching methods.

Having made this discovery, his active mind doesn't take long to jump to the conclusion that all the present shortcomings of the education system are the consequence of this unmanageable diversity.

It is a measure of the current mood of Little England that whereas the Continental reliance on central direction and a national curriculum was once regarded by electorally-sensitive politicians as an unmistakable sign of the foreigners' limited understanding of the true meaning of freedom and democracy, now the nothing-if-not-populist Secretary of State sees aping the Napoleonic or Bismarkian model as the way to win votes.

Ruminations along these lines must have been in the minds of the members of the North of England conference who listened to the Education Secretary's important speech last week (pages 16 and 17). Mr Baker dismantled the conventional wisdom (once beloved of Lord Alexander, who went into action in the House of Lords on Monday evening – page 6) that in England and Wales we have a "national system, locally administered".

He challenged the very idea that it was a "national" system when there was no national curriculum; when spending on each pupil varied enormously from one place to another; when teacher training and staffing and school organization all conformed to no national pattern. And, like Sir Peter Newsam earlier in the conference, he rounded on those local authorities which failed to "administer" because they had fallen down on one of their elementary duties, that of adjusting school provision to changes in population.

Noting the eccentricities of the English and Welsh compared with the Europeans, he criticized "our maverick education system" for its low retention rate. While noting modest improvement in the proportion of pupils getting five or more higher grades in O level or CSE, and the small increase in the proportion getting two or more A levels, he reckoned this was a pretty poor return for an increase of 20 per cent in real terms in the cost per pupil and a steady decline in pupil-teacher ratios.

Mr Baker's preamble set the launching pad for his yet undisclosed plans to step up the search for a national curriculum for primary schools and national agreement about how much choice should be provided for the last two compulsory years.

He spoke the language of curriculum prescription: there was as yet no "broad agreement about the balance between the elements of the curriculum", nor yet about the "objectives of each element", despite some progress in maths, science, and modern languages. More ominously, he noted the lack of defined attainment targets at the end of the primary phase similar to those provided by the 16-plus examination on completion of compulsory schooling.

What Mr Baker was saying will ring many bells among parents and outside observers, who ask for evidence that the present lack of definition and prescription actually serves the positive purposes claimed for it by the traditionalists. The characteristic of the present system which causes most disquiet everywhere is its patchiness.

Mr Baker referred to his Christmas reading – 31 HMI reports on schools and colleges. Five primary schools were "above average"; standards in three were "generally poor"; the rest were of "average quality". It was the last group which he seized upon: the HMIs repeatedly referred to low expectations, the lack of differentiation and poor matching of work to pupils' needs, the inadequacies of preparation and planning.

It is quite clear that the weaknesses to which Mr Baker drew attention are real and important. The present education system releases large numbers of young people on to an unresponsive labour market at far too early an age, and far too many of them have not experienced much success at school. It is eminently reasonable for the Secretary of State to demand strategies for improvement and ask for ways of using existing resources more effectively, not just Utopian plans based on unlimited staffing and money.

But this doesn't mean that everything can be put right by national rule-making. The really important thing is going to be to ensure that Secretaries of State mean what they say when they speak of "reaching agreement" on this or that element in the curriculum, or this or that teaching method. If the people who run the system now at local level and in the schools – object (rightly) to the idea of the Secretary of State telling them what to do, with no real knowledge of their problems, he can quite reasonably turn the argument back on them and tell them to get their act together, so that laying down guidelines can be a genuinely cooperative task. "I should now like to hear from those concerned . . . where they stand on this matter . . . " he said.

There is clearly going to be a shake-up and, though party polemics will rage with pre and post-election fury, nobody should be under any illusion that Labour would be anything but delighted if the Conservatives pave the way for a government of the Left to reshape the school curriculum along lines acceptable to it.

It still has to be shown that the weaknesses which the HMIs repeatedly draw attention to are caused by a lack of external direction or curriculum prescription. The failure to retain 16-year-olds within the education system owes much more to the examination system than to the absence of curriculum guidelines. There is a lot to be said for the attempt to tighten up the "nuts and bolts", but in so far as one of the most frequent complaints is that there is a poor match in the primary schools between pupils' abilities and interests and the work they are given to do, this situation could be made even worse by substituting a subject-based primary programme for one which is loosely described as child-centred.

Mr Baker went on to hint darkly at longer-term plans for transferring more power to heads and governors and for using measures under the 1986 Education Act to require l.e.a.s to delegate more. Beyond this, he said that "no one should assume that all other features of the education system will remain for the forseeable future" – not, that is, with election manifestos in the offing.

"At this moment", he said, with the kind of breezy insouciance which conceals the harshest of threats, "I would not care to predict what further changes might be required". Imagine a future in which every Secretary of State in turn regards this kind of destabilizing observation as a suitable form of greeting with which to start the New Year!

## Second opinion

# How to raise standards for the majority

The first cohort of students for the GCSE had barely begun their studies before the campaign against the new examination was initiated by Professor Roger Scruton. In an article in the *Times* (November 18, 1986) he described the GCSE as the greatest recent educational catastrophe, an "deliberately infantilized system which is the product of an "egalitarian mentality". More recently Professor Scruton has persuaded his colleagues in the Hillgate group to make the same claim in *Whose Schools?*

It took the comprehensive school some years, and the pressure of both Labour and Conservative Secretaries of State, to address the problem of a secondary curriculum appropriate to all pupils.

The emergence of a philosophy of achievement for the comprehensive school took even longer. The most celebrated and influential part of the ILEA's *Improving Secondary Schools* has proved to be the four aspects of achievement: 1 the memorization of propositional knowledge and its written reproduction; 2 the practical application of such knowledge and its oral communication; 3 personal and social skills; and 4 motivation, commitment and enterprise. All pupils should achieve in all four aspects – aspect 1 alone is not enough.

The new GCSE goes some way towards reflecting this broader, more holistic conception of achievement.

Secondary teachers are seeking over the next decade, to make the curriculum more relevant and coherent in the experience of pupils, and reform essential to the raising of standards. Professor Scruton and his colleagues take the view that current reforms, as typified in the GCSE, are the path to lower standards.

For Professor Scruton there is a pre-eminent purpose to the education system; the preparation for A level and university entry.

No sane society in the modern world should subordinate the education needs of 90 per cent of its population to those of the rest. The test of an education system is its capacity to meet the educational needs of all with rising levels of achievement for all. Certainly we should encourage more students to do even better at A level, and with achievement aspects 2, 3 and 4 as well as aspect 1. But if the *majority* of the pupil population is to reach higher standards, the answer must lie in finding means of increasing pupil motivation within a broader, more relevant, more coherent curriculum.

The movement towards a modular secondary curriculum has just such a goal. Pupils will not, for instance, achieve more in science by a science education simplistically designed to make pupils "learn solid facts". Professor Scruton's stated preference.

This is more likely to be realized by a modular science course which is composed of modules or units each of relatively short duration with clear aims, processes, skills and contents which results in a credit that can be accumulated; which finds common ground across the conventional division into physics, chemistry and biology; and which makes evident links to other areas of the curriculum – the technological aspects of CDT, nutrition in home economics and the earth science in geography.

Professor Scruton confuses the didactic and traditional "study of the discipline" for a minority with the "disciplined study" by all pupils of a more coherent curriculum within a broader conception of achievement and its assessment. We shall have to demonstrate, not just assert, that he is mistaken.

**David H Hargreaves**

*Dr Hargreaves is Chief Inspector for the ILEA.*

## COMMENT

# Snow-bound strikers

The strike action on Tuesday by the Inner London Teachers' Association will not have given comfort to anyone who cares about the children involved, even though it was less widespread than predicted. How far does it provide a pointer to a future scene, after Mr Kenneth Baker's Bill to replace Burnham with his own puppet has winged its way through Parliament?

How long will the teacher unions think it worthwhile and feasible to concentrate on mobilizing public support against the arbitrary destruction of negotiating rights by methods which do not involve industrial action, as the National Union of Teachers' leaders did this week on the day the House of Lords approved the second reading? Once the legislation is on the statute book, will the hotheads in other branches and other unions step up the pressure on their leaders for more militant action? And whose side will the parents be on?

The Secretary of State's whole strategy has been based on the confident assumption that parents would applaud him for putting a firm end to the whole messy, long-drawn-out disputes which democratic negotiations have so signally failed to solve. Up to now, the "organized parents" groups have mostly remained sympathetic to the teachers. They could see for themselves that the promises of much more government money mattered at least as much as well-conducted negotiations, but they are rightly insistent that no deal, imposed or otherwise, will be worth having unless it brings lasting peace to the schools.

In any event, Mr Fred Jarvis must be right in his firm line against this week's unofficial action as "counter-productive", while final decisions still hang in the balance. The Lords debate may have sounded restrained in comparison with the strikers' strident, snow-bound march, but there is no doubt which is more likely to get the Bill amended.

As it happened, the ILTA action was completey overshadowed by the disruption caused by freezing temperatures. In a week when throughout the country a great many child-days of schooling were lost from natural causes, ILTA's knee-jerk resort to striking turned out to be little more than a minor irritant. But with serious things like hypothermia to worry about, who needed the deliberate damage inflicted by irresponsible members of a disaffected profession?

Of course, the truth is that London's NUT rebels care less about the negotiating machinery than about pushing for 30 per cent rises on their own terms. And their action this week provided a microcosm of the tensions within all the teacher unions, which have complained the negotiating tactics of their leaders all along the line to Coventry and Nottingham.

The NUT's failure to compromise with the employers just before Christmas on a pay structure closer to Mr Baker's own was further proof that the union, like the NAS/UWT, is as worried about losing members as it is




about an imposed deal. It was badly frightened by the close ballot result. If members think too many strings are attached to the promised money, their leaders would rather the Education Secretary was blamed than themselves. ILTA's treasurer, Richard North, must have hit them were it hurt when he claimed that ILTA was the only NUT branch with a rising membership.

We shall have to wait a few months to know whether reports of a drop in NUT numbers are confirmed, but worries on this score are not likely to make peace in the schools any easier to achieve. And the more difficult it is for the union leaders to control their troops, the greater the pressure on individual l.e.a.s to fit teachers who refuse to toe the line on contracts in the pocket and the courts.

In spite of clear legal advice, ILEA has been one of the authorities most reluctant to take action in the past, preferring to leave headteachers to make the fudge and take the strain. It was up to the NUT to discipline members, ILEA said. Now the NUT has done its bit, and it will be interesting to see if the ILEA goes ahead and docks a day's pay. Could it possibly make any difference that more than one elected ILEA member is up for selection as a candidate in the Greenwich by-election, where ILTA has a stronghold on the Labour general committee?

## no comment

"The boilers are recommended to run at a temperature of 170°. They have been running at 170°, but today owing to the moaning and groaning they have been set at 200°, well above the advised setting. If anyone hears any rumblings, or sees steam appearing from the boiler house, run like the clappers."

Note to teachers from head caretaker.



## NEWS

L.e.a.s urge closures to avoid dangers of pupils being stranded

# Schools losing battle against the big freeze

**by Jeremy Sutcliffe**

Schools this week faced their worst disruption for years from snow, ice and freezing temperatures, as the country continued to be gripped by Siberian weather.

As temperatures plunged to as low as minus 13°c, thousands of schools were closed, and expected to remain so throughout the week.

Worst hit were eastern counties, with virtually all schools closed in Lincolnshire and Norfolk and many in Kent and Suffolk. Essex, north Yorkshire and schools in the north-east were also severely affected.

Some l.e.a.s have advised heads to close their schools to avoid uncertainty among parents, and the danger of children and staff becoming stranded. Others left the decision to heads, many of whom used local radio stations and newspapers to get news to parents.

In north Yorkshire, many schools struggled to stay open despite heavy snow, but fought a losing battle against up to 12 degrees of frost which froze water supplies, and put heating and toilets out of use.

"Some of our schools on the moors date back to the 18th century and no matter what we do they just freeze up again", said a spokesman.

An indication of the severity of the frost is the rapid acceleration of closures in mid-Glamorgan. On Monday nine schools were closed because of frost damage, by Tuesday the number had risen to 44.

A similar picture emerged in Kent. On Monday 191 of the county's 792 schools closed; by Tuesday the number had risen to 397 and the situation was expected to worsen.

The full extent of the damage is unlikely to be revealed until the thaw, which could still be some time ahead. L.e.a.s are bracing themselves for possibly their biggest-ever repair bills to put right broken pipes, toilets and heating systems.

It is not yet clear whether the costs will be met from savings in fuel bills. Mr Gordon Cunningham, education officer for the Association of County Councils, said councils would be assessing the damage once the weather improved.

One cost which could affect education budgets is the strain that gritting roads puts on council reserves. Any cash crisis, particularly in authorities already in financial difficulties because of central government spending restrictions, could mean there will be no money left for schools in need of emergency repair.




*ILTA members march against an imposed settlement*

# NUT may discipline London branch

**by James Meikle**

The National Union of Teachers is considering disciplinary action against its inner London leadership for calling a one-day strike which affected 180 schools on Tuesday. Possible penalties range from reprimands to expulsion from the union.

The strike, taken in defiance of the union's national executive, has been condemned by officials for jeopardizing a publicity campaign against the Government's attempts to impose a pay structure on teachers. This includes a national petition, leafleting and pressure on MPs.

Between 5,000 and 6,000 members of the 13,000-strong Inner London Teachers' Association are thought to have joined the strike, which was supported in school ballots. About 3,000 teachers joined a demonstration in central London against imposition.

All 70 members of the ILTA council were suspended last week and members were urged to work normally after the national executive refused to support the strike. A disciplinary panel will meet next Saturday.

The teachers' pay and conditions Bill, which would impose a settlement, was given a second reading in the House of Lords on Monday.

Mr Kenneth Baker, the Education Secretary, was expected to meet the leader of the local authority employers, Mr John Pearman, last night, for a briefing on the national joint council on pay and conditions favoured by authorities and teachers, in place of the interim advisory committee proposed by the Government.

● Teachers in British service schools in West Germany were continuing a ban on mid-day supervision this week in protest at losing pay through currency fluctuations.

Staff are paid at Burnham rates but the salary is changed into marks, against which the pound has fallen to an all-time low.

Other grievances include the possible loss of income tax relief on mortgages for homes in the United Kingdom and difficulties in gaining mandatory student grants for the children of some teachers.

*Lords' debate – page 6*

# Surplus places cost £150m

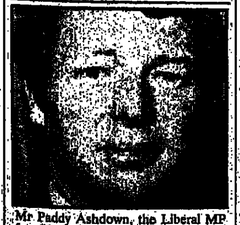
Local education authorities' reluctance to shed school places and teachers in line with falling rolls is costing the country £150 million a year, according to the National Audit Office.

Most l.e.a.s are failing to meet the closure targets set by the Government, the NAO says in a report published this week. Using figures issued by the Department of Education and Science in 1981, the report claims that l.e.a.s should have 'removed' an additional 75,000 excess places last year.

The DES has since revised its figures to take into account the projected increase in the school population, but the report still anticipates 450,000 spare primary places and 630,000 surplus secondary places in 1992.

Last May a report from the Audit Commission called on the l.e.a.s to close the equivalent of 1,000 schools to take account of falling rolls.

*Falling School Rolls*, National Audit Office report, House of Commons paper 117, HMSO £6.20.



Mr Paddy Ashdown, the Liberal MP for Yeovil, is to be the Alliance spokesman on education. The SDP and Liberals have agreed that in the run-up to the general election they will present their policy through a single spokesman. Mr Clement Freud, who was the Liberal spokesman, is to take over the arts, broadcasting and recreation portfolio for the Alliance.

# Tiny increase in spending planned

**by Barry Hugill**

Education spending is to increase by 18.8 per cent in the 1987–8 financial year. This became clear on Tuesday afternoon following Mr Nicholas Ridley, the Environment Secretary's announcement of the rate support grant settlement for 1987–88.

But Department of Education sources confirmed on Wednesday that the increase in real spending is only likely to be in the region of 1 per cent.

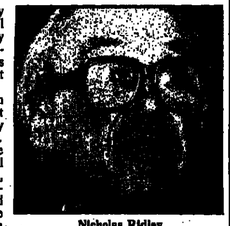
Such an increase should be adequate to meet the requirements of local education authorities, it is claimed, provided they continue to make savings on school meals, cleaning and caretaking, and gradually reduce the number of school places in line with falling rolls.

The Government is not proposing to make any increase on the money allocated to local authorities to meet the cost of midday supervision. It claims that the l.e.a.s have underspent on midday schemes and that no extra money is needed.

The gap between what the Government claims to be the increase in spending and the real increase is explained by a comparison of what l.e.a.s actually spent last year as opposed to what the Government said they should spend.

Because the overwhelming majority of authorities overspent their Government-set targets, the projected increase for the coming year falls from 18 per cent to 4.6 per cent. Once inflation is taken into account the figure of 1 per cent as the real increase is arrived at.

Mr Philip Merridale, Conservative chairman of the Association of County Councils' education committee, said the Environment Secretary was taking insufficient account of the increase caused by inflation. He added that authorities would face problems having to meet the cost of "rip-on-goodies" – the last-minute additions to last year's Education Act obliging councils to pay for meetings for parents and governors, fund additional school transport and cover the extra costs of the GCSE.



Nicholas Ridley

In his statement to the House of Commons on Tuesday Mr Ridley said that his rate support grant settlement of £12.8 billion should result in average rate rises this spring of 1.2 per cent. He explained that he had allocated an extra £1 billion which should allow councils to keep rates well below the level of inflation.

The £12.8 billion does not take into account the cost of any settlement on teachers' pay but Mr Ridley has promised additional grant "when there is a settlement which meets our requirements on costs, pay structure and duties".

● A future Labour government would abolish the present Government's system of targets, penalties and rate-caps and replace it with a simple system of cash limits on central government grants to councils.

This pledge will be contained in a policy paper on the future of local government due to be published at the end of the month.

The party would also abolish many of the large shire counties and give control of education to smaller district councils.

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PLATFORM



Professor Anthony O'Hear (left) argues that the Hillgate Group's manifesto, *Whose Schools?*, far from being the right-wing ragbag of tired ideology its detractors have described, is in the best tradition of maximizing personal choice as advocated by John Stuart Mill

# Taking liberties



John Stuart Mill: parental choice

It is unfortunate, but utterly predictable, that the Hillgate Group's manifesto *Whose Schools?* should have been pigeon-holed – and largely dismissed by figures in the educational establishment – as "right-wing". *The TES* referred to it as a "New threat from the new Right", while a Labour Party spokesman, Mr Andrew Bennett, went so far as to call its proposals "undemocratic".

What is at issue is the degree of choice and flexibility in educational provision, and I can see nothing *per se* right-wing or undemocratic about arguing, as the manifesto does, for far greater choice and flexibility in education than the state system currently allows.

The question is whether the cause of democracy in education is best fostered by centralized, bureaucratic control of schools, either at local or even at national level, or whether it will best be served by numbers of different types of schools in each area, each self-governing and each promoting its own vision of what a good education should be.

That there is in our society no overall consensus about the aims of education is obvious, or there would not be the controversies that daily confront us – about various curricular initiatives, teachers and education officers in dispute with local authorities over policy, parents complaining about indoctrination in schools, or offence to their religious beliefs, and so on.

But what recourse does a parent effectively have under the present "democratic" dispensation, if he does not like the educational policy of his local authority, for that policy will broadly determine the structure and curriculum of all the schools in his area? For obvious reasons, talk of voting the current councillors out is largely humbug in this context; by the time that happens, even assuming it is possible at all, it will all be too late in most cases. The only effective recourse for a parent in this situation is to remove his child from the state system altogether, and I see nothing particularly democratic about that, quite apart from the injustice of his having to pay for the education of his child twice over.

The Hillgate proposals aim to allow all parents access to the privilege currently available only to the rich or the highly self-sacrificing: subject to broad national standards, to choose the sort of school, giving the sort of education one regards as most desirable for one's child. This privilege is one that John Stuart Mill – a figure who had little sympathy for right-wing ideas or traditionalism in any form – saw as a cornerstone of a genuinely free society.

He wrote in 1859 in *On Liberty* that he deprecated any large part of the education of the people being in the hands of the State: "All that has been said of the importance of individuality of character, and diversity in opinions and modes of conduct, involves as of the same unspeakable importance, diversity of education.

"A general state education is a mere contrivance for moulding people to be exactly like one another . . . (and) in proportion as it is efficient and successful, it establishes a despotism of the mind, leading by natural tendency to one over the body."

Mill went on to advocate that the State should pay the fees of those who could not otherwise afford them, and that the pluralistic education system he envisaged should be kept up to standard through systems of public examinations. He also argued, very pertinently, that a state education system would be likely to engage far more of its energies in wrangles about what should be taught and how, than in actually educating.

I do not believe that *On Liberty* has so far been regarded as a "New threat from the new Right"; the convergence of his views on education with those of the Hillgate group ought to convince those who dislike the latter that they need to argue against them rather than rubbishing them with clichés.

Is Mill right about a general state education being a mere convenience for moulding people to be exactly like one another? That it certainly could be is obvious; that it actually is, perhaps less so. The Hillgate group might have done its cause a disservice by concentrating in its documentation on the colourful activities of some inner-city l.e.a.s (though such things should certainly be brought to public notice).

I doubt that the majority of l.e.a.s are actively "tackling heterosexism" as the GLC women's committee urged, but they are steadily, drip by drip, eroding knowledge of and respect for our cultural roots and meanings. I know this from teaching and lecturing in a number of universities. I cannot refer in a lecture to Titian or Beethoven's *Eroica*, or *Paradise Lost*, or even the Renaissance, let alone Pericles or Augustus or the details of Christian dogma with any confidence that the majority my audience will have any real understanding of what I am talking about.

**'The proposals would allow just the sort of genuine flexibility and diversity in education that true liberals ought to cherish'**

I am amazed when educationists such as Mr David Hart of the National Association of Head Teachers complacently report that standards in state schools have been rising since 1961, when the cultural level of students with A levels, who have done what has been required of them by the education system, is now so low. And if education is not in part an initiation into culture and traditional forms of knowledge and experience, then what is it?

I know that I will be represented as completely reactionary in educational matters, and told that state education in 1987 must be all about relevance to work and "problems" and skills and leisure and computing. Fair enough, and I and my opponents will each argue our case – but what happens in practice, to our children, before one side or the other admits defeat in argument?

Here I bring back Mill: a general state education system being a mere contrivance for moulding people to be exactly like one another. If I, and a number of other parents who share my values, want our children to be given a traditional classical education, rather than what contemporary fashion dictates and governmental agencies appear to prescribe, why should this not be possible within the state system? A question for Mr Hart: in how many more state schools in 1961 was it possible to take A levels in Latin and Greek than in 1987?

And if some Sikhs want a specifically Sikh education for their children and some Muslims a Muslim one for theirs, by what right are they, as taxpayers, forced either to buy private education or to send their children to schools that can cater for them only imperfectly and by painful compromise?

The Hillgate proposals would allow just the sort of genuine flexibility and diversity in education that true liberals ought to cherish. The problem is that bureaucratic control of education, either locally or nationally, seems inevitably to militate against pluralism in favour of a general settling around the middle, as Mill foresaw, and which tends actually to satisfy no one.

Before l.e.a.s and the DES reject *Whose Schools?* out of hand, they owe the rest of us some sort of account of the machinery by which they, in their domains, become sensitive to the diverse curricular desires that parents in those domains quite properly have, and how they set about fulfilling those desires.

*Anthony O'Hear is professor of philosophy at the University of Bradford.*



Beethoven and the Medici Palace of the Renaissance in Florence: erosion of cultural roots


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## Smoke signals

The latest smoke signals about the appointment of the chairman of Kenneth Baker's "high level" committee into English teaching are that it won't be a distinguished writer, like Iris Murdoch, or a distinguished grammarian, like Sir Randolph Quirk. Instead the smart money is now on a distinguished statistician – namely Sir John Kingman, FRS, who was professor of mathematics at Sussex and Oxford universities and chairman of the Science and Engineering Research Council before becoming vice-chancellor at Bristol in 1985.

If the signals are right, we'll have to wait and see what Sir Jonn makes of English. Apart from being an experienced chairman and a director of IBM, he has no special qualifications for the job, but he did go to the same school as Lord Young, the Employment Secretary, though at 47 he is six years younger.

At the SERC, his work on queue theory was thought to be particularly apposite for doling out scarce research funds; perhaps Kenneth Baker liked the sound of his book *Regenerative Phenomena*. His Tory credentials are very suitable – he was a borough councillor in Brighton.

He is said to take himself very seriously, and to be a man of strong views. Vice-chancellors of less prestigious places suspect he may be hawkish about shutting a few universities down to encourage the better-established. When he went to Bristol the word went round – no doubt quite unfairly – that one of the first things he did was to ask for a chauffeur-driven Rolls-Royce.

## Party games

Whether it's his good looks or his up-market education that's against him, Giles Radice, Labour's education spokesman, was given the cold shoulder by the North of England conference organizers when they learned that Neil Kinnock could not appear against Kenneth Baker, as he was booked to talk defence with Eurosocialists in Paris.

The northerners asked for someone with "a bit of clout", and Walworth Road supplied the visibly heavyweight Roy Hattersley, who has the advantage of being a proud Yorkshireman. In fact the conference got two Labour heavyweights – Christopher Price, who chaired the parliamentary select committee on education before he lost his seat and eventually fetched up as director of Leeds Polytechnic, was president. Radice made the best of it by delivering a speech planned to tie in with Hattersley's a couple of days later at a Fabian conference in Oxford – and was rewarded with rather better press coverage. But perhaps he would almost be inclined to agree when Lord Beloff, in his speech on the teachers' pay debate in the Lords, neatly dubbed him "infelice Radice".

## Calling names

Since Sir Keith Joseph allowed the Professional Association of Teachers – and its leader, Peter Dawson – onto Burnham, the DES mailing department has faced the old problem of getting the real Peter Dawson to stand up. It has apparantly solved it by renaming NATFHE's Peter Dawson – also, of course, on Burnham – J P Dawson MSc. The J stands for Joseph.

The confusion is less of a coincidence than it might seem. The parents of both Peter Dawsons were devoted fans of the New Zealand baritone, whose big hit was *The Road to Mandalay*. At least one set of Dawson parents heard him sing on their honeymoon.

**Acronym**

New danger of pupils being 'short-changed'

# Speech therapist vacancies being filled by teachers

by Sue Surkes

A chronic shortage of speech therapists is forcing some local education authorities to train teachers in their place, it was claimed this week.

Mrs Catherine Humphries, the district speech therapist for the London borough of Tower Hamlets, said some l.e.a.s had asked health authorities for a therapist to direct the work of an individual teacher. Other authorities – Mrs Humphries would not say which – were setting up courses for teachers who had had no training in the field whatsoever.

Mrs Humphries, who said speech-impaired children could be completely cured if treated early enough, stressed that therapists had to undergo four years of university training to understand the complexities of communication. "We are extremely worried about people being short-changed," she said.

Mrs Humphries was speaking at the London lauch of a declaration of the educational rights and needs of speech and language disordered children.

The declaration specifies the rights of these children to sign language tuition, early and thorough multidisciplinary assessment, access to special schools and language units, qualified teachers and speech therapists and equal access to further education. It was drawn up by the Association for All Speech Impaired Children (AFASIC).

Mrs Elizabeth Browning, who chairs AFASIC, warned that complete integration of those with speech and language disorders would be not only disastrous but counter-productive. Youngsters could only learn if they understood what their teacher was telling them. These children needed highly specialized education provided alongside speech therapy.

Mrs Norma Corkish, AFASIC director, estimated that existing provision was meeting less than a quarter of the need of children whose disabilities were not linked to any mental or physical handicap.

At least 50 l.e.a.s had no language units and only two had their own special schools, she said. Reading University's in-service training course in remedial language studies had been forced to close because of the new in-service funding arrangements, although it was hoped Birmingham University would be able to set up a distance course.





**Seat of learning: Mr Peter Williams, the disabled deputy headteacher at Lyme Regis infants' school, shows off the 12-wheel computer-controlled chair that has enabled him to manage the steep stairs to morning assembly for the first time. Mr Williams, who is almost paraplegic, was presented with the £3,000 machine by the Manpower Services Commission who thought it would be cheaper than adapting the school for his old chair.**

# Job-seekers spurn south-east headships

by Bert Lodge

Nearly half of inner London headships becoming vacant in the past two years have had to be readvertised according to a report published this week. This compares with a figure of 17 per cent for the rest of the country outside London and the south-east.

Last year the growing difficulty of finding deputy heads willing or able to take on headships in London and the south-east resulted in the readvertising of 29 out of 84 secondary headships, an increase of 5 per cent since 1985.





Rising house prices deter applicants

Education Data Surveys, Oxford, which conducted the research, considers the problem may be due to rising house prices which prevent applications from deputy heads outside the area.

Mr David Hart, general secretary of the National Association of Head Teachers which represents 27,000 heads and deputies, believed a combination of factors was responsible.

"Some London boroughs do not attract candidates at the moment. People do not want to work for the ILEA or Brent or some other authorities. As for house prices I don't think the pay schemes for deputies and heads provided by either ACAS or the Secretary of State will do the trick," he said.

"Authorities in the south-east are going to have produce some fairly imaginative remuneration packages. Then they must pay adequate relocation expenses and offer cheap loans."

Last year there was a fall of 20 per cent in the total number of secondary headships advertised. The report points out the closures and amalgamations taking place because of falling rolls, and the Audit Commission's estimate that as many as 1,000 secondary schools might close by 1990.

*Second annual survey of headteacher vacancies* by Educational Data Surveys, 3 Harley Rd, Oxford.

# ILEA puts off cuts decision

**The Inner London Education Authority has postponed consideration of widespread cuts, including filling only one in three posts that fall vacant, compulsory redeployment of teachers, 6 per cent savings in nearly all budgets and 10 per cent rises in charges.**

**The authority's finance committee decided on Tuesday, however, to step up complaints to the Government over rate-capping, which is expected to cause a gap of between £116 million and £150 million as the money ILEA is allowed to raise through precepts (probably about £940 million) on inner London boroughs falls short of the amount it says it needs to spend.**

**Officers have said that the gap could theoretically be closed by cuts of £80 million, special financial measures, use of balances, and cuts in contingencies for pay and prices.**

**But they warn of considerable industrial relations problems, the risk of failing to meet some legal obligations and uncertainty in such cuts being practicable.**


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# Pay Bill irritates their Lordships

**The Teachers' Pay and Conditions Bill received its second reading in the Lords on Monday. James Meikle reports on the debate and the legal minefield the legislation will create**



Baroness Hooper



Lord Alexander



Lord McIntosh

Teachers this week launched their long-promised publicity offensive against the Government's pay and conditions Bill while Opposition peers fired a warning shot at the "arbitrary, authoritarian and anti-democratic" measures in the proposed legislation.

But the National Union of Teachers, out to win friends and influence people against the Bill, was immediately embarrassed by its inner London members, whose leaders decided a one-day strike was the best way to achieve such ends.

The union, while not ruling out industrial action in the months ahead, believes strokes of parents' pens – on a national petition to the Prime Minister or in messages to MPs in marginal constituencies – could be mightier than the sword of national disruption.

The Bill would scrap negotiating rights, albeit temporarily, and allow the imposition of Mr Kenneth Baker's preferred pay structure. The teacher unions see this as a flouting of international convention and the removal of basic freedoms and Opposition peers demonstrated their agreement when the House of Lords gave the Bill its second reading on Monday.

They did not depart from tradition, as crossbencher Lord Alexander of Potterhill wanted, and demand a division at this stage. Nevertheless, they signalled revisions to be tabled when they consider the Bill in committee later this month.

The chief object of irritation is the interim advisory body, variously referred to as a "poodle", a "figleaf" and a "creature", that will report to the Education Secretary on pay and conditions until at least 1990, or the Government comes up with an alternative.

Peers opposed to the Bill, or seeking amendments, are divided over which would be the best replacement for the little-lamented Burnham Committee – a national joint council, with representatives of ministers discussing pay and conditions with employers, unions and non-voting church representatives, or a genuinely independent pay review body. However, they are certain that Parliament should have the say over the resulting recommendations rather than the Government.

There was little sign, however, in over five hours of debate, that there would be any waverers from the Conservative benches.

Baroness Hooper, for the Government, said there had been "considerable gains" on definition of teachers' duties from the Acas-led talks between local authorities and unions, but four of the six unions and a sizeable proportion of local authority representatives could not support the "flat, undifferentiated" pay structure that emerged.

This structure did "not provide for proper differentials to reward good classroom teaching and extra responsibility, to pay for skills in short supply, and to give management adequate flexibility to attract good teachers to posts in difficult schools."

Answering the criticism that negotiating rights were being taken away, she said: "The truth of the matter is that the Bill takes necessary action. The existing Burnham arrangements have simply not worked, nor is it credible to imagine that anything like them would serve for the near future."

Lord McIntosh of Haringey, opening for Labour, hinted that peace was just round the corner. Teachers remained open-minded about adding another management tier to the structure proposed in their pay talks. There could be delays in implementation to bring the costs nearer the £608 million cost envelope, up to April 1988. (He did not answer Lady Hooper's comments on the extra costs of conditions agreed at Acas).

He accused the Government of casually brushing off allegations that it was breaking conventions of the International Labour Organization on the rights of teachers to negotiate pay and conditions. "It is the Government and not teachers and employers which is frustrating the sovereignty of Parliament in this matter."

Baroness Seear, for the Alliance, talked regretfully as if the Government was helping take society to the verge of slavery. The Conservative Party, in a drive towards centralism, was forgetting the local roots from which it was grown, and, she warned: "A Conservative Party which has lost its sense of the past, has lost its raison d'être."

The Bishop of London, the Rt Rev Graham Leonard, was in a "something has to be done" mood but in a suitably Christian message said: "The teachers must not be made scapegoats. No one has a monopoly of blame or blamelessness in this situation."

Baroness Cox, however, was a lot keener to blame the teachers. She stood up for parents and pupils who had seen education disrupted to an extent "unacceptable in degree and duration." The Government was being generous.

Lord Alexander, Independent, attacked the Government on centralization, and commenting on Mr Kenneth Baker's enthusiasm for the French and West German education systems, said the first had been the work of a dictator, the second had helped the rise of the Nazi Party.

Lord Alexander, joint secretary of the Burnham Committee from 1943 to 1973, wanted an independent review body. He also asked why the Government could not pay the salaries wanted by the unions *and* the structure wanted by Mr Baker, especially when tax cuts worth up to £4 billion were heralded.

# Parents fear Baker deal will not stop disruption

Continuing, debilitating disruption in schools was predicted by a parents' leader this week as politicians, unions and local education authorities considered the possible consequences of the Government imposing its pay and conditions package on teachers.

Mr James Hammond, the deputy general secretary of the National Confederation of Parent-Teacher Associations, foresaw almost immediate further withdrawals of goodwill by staff in some parts of the country – even before the employers were told to make sure that teachers were doing everything expected of them.

He said: "I am sure Mr Baker realizes imposition will not give him what he needs, which is the co-operation and full support of teachers."

Mr Hammond said it was possible parents would look at contracts, if, for instance, a school were not holding meetings to discuss their children's progress, and hold local authorities to account. Parent-governors would also find themselves under pressure to ensure contracts were fulfilled.

Heads are also worried about trying to manage a disillusioned, disaffected workforce, particularly if some local authorities refuse to ensure contracts are adhered to as part of a political protest against the Government.

Such difficulties in enforcing a contract will occur, the pessimists believe, whatever the legal status of statutory imposition. There is an outside possibility that teachers might press for a judical review if the International Labour Organization in Geneva rules that the Government is breaking conventions on collective bargaining to which it is a signatory.

But the teachers have hardly achieved their ends through recent legal actions, even if the National Union of Teachers still argues that the Scott judgment that members were obliged to cover for absent colleagues also supported their case on voluntary activities.

Teachers were required to make sure children were educated properly – that is, that they were not sent home – but the question of whether parents evenings and planning new courses was essential to education was left open, says the NUT about the High Court verdict.

Parents presumably could take local authorities to court for failing their financial and educational responsibilities if their employers did not discipline teachers defaulting on contracts.

However, parents hardly rushed in the last two years to seek damages against teachers who went on strike without a ballot.

The Education Secretary may also, under Section 68 of the 1944 Act, feel it necessary to take action against authorities whom he deems to be acting unreasonably.



James Hammond

# NUT policy on cover to be tested

**Compromises made by the National Union of Teachers on cover for absent colleagues are being put to the test this month as members vote on motions for the union's annual Easter conference at Eastbourne.**

**The Inner London Teachers' Association and 34 branches across the country submitted "no cover" demands before their national negotiators provisionally agreed a less hard-line stance last November.**

**The proposals to conference says the NUT should support any member who refuses to step in for absent colleagues. Cover should only be provided on the first day in primary schools and secondary schools where absences occur without warning.**

**Members are now voting on which of 155 different motions they want debated in Eastbourne. The results could indicate whether resolve on the issue has been weakened by the Education Secretary's threats to impose new cover arrangements – either those agreed by the NUT and employers or his own, along with his pay and conditions package.**

**The arrangements drawn up by employers and union negotiators depend on the availability of teachers; but are aimed at providing two-day cover for all absences in secondary schools and one-day in primaries, except where filling in for a planned non-attendance could involve combining classes or loss of non-contract time.**

# London offer rejected

Teachers have rejected an offer of 6 per cent rise in London allowances, backdated to April, because, they say, it does not meet the extra cost of living in the capital or neighbouring counties.

Union leaders want a 16 per cent increase in the three payments which are £1,110 for Inner London, £726 for outer London, and £282 for the "fringe", which extends as far as Crawley, Sevenoaks, Maidenhead, Bracknell and South Buckinghamshire.

About 40,000 teachers get the allowances.

The teachers have agreed to join the employers in a survey of such payments for public sector workers. The allowances are for 1986/87 and are not being considered with the overall pay and conditions package up to 1988.


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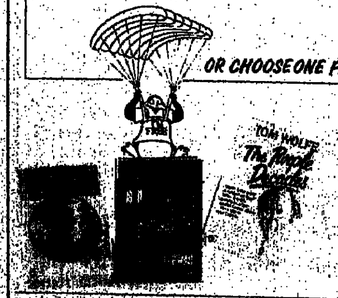
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Sarah Bayliss on an experiment which gives families responsibility for medical records

# Is parent power the key to better children's health?

An experimental scheme giving parents more say in the health care of their children is gaining widespread approval in Oxfordshire.

So far several thousand parents have been issued health "passports" for their pre-school children but more families are keen to join the scheme.

Dr Aidan Macfarlane, consultant community paediatrician at the Radcliffe Infirmary in Oxford who devised the passports, suggest that all parents, if they so wish, should be responsible for their child's health and development record from birth to 16.

Dr Macfarlane, responsible for the health of 110,000 children in his area, hopes that as children get older they will have access to their own health notes and that these will be given to them on their 16th birthday.

In the long term he would also like to see school medical records being held by parents.

Addressing an audience of child health and education experts in London, he said: "The more we spread this idea the more it spreads itself."

Interest has also been shown by educationists, especially those involved with travellers' children and families in the forces who often move home.

In the coming year 4,500 families in Oxfordshire will hold health passports. These will contain all normal health clinic notes but will also give room for parents' observations, notes and checklists.

Speaking at a seminar titled *Everybody's business*, organized by the Voluntary Council for the Under-5s (VOLCUF), Dr Macfarlane suggested that, by having access to their own medical data, parents and children might be more likely to change unhealthy habits.

A child was more likely to start smoking if his or her parent smoked, he said. One study had shown that if teachers smoked, the boys they taught were significantly more likely to smoke.

There was also evidence that positive information could change behaviour. In Finland a study of 13 to 15-year-olds at four schools had investigated health habits and taken measurements of blood pressure and cholesterol levels. In two schools children were issued with personal medical data and special sessions on health were held by teachers. Two other schools had no follow-up.

After two years the schools with the health programmes showed lower rates of smoking among boys and a healthier, less fatty diet among girls.



Healing hand: passports for pre-school children seem to curb unhealthy habits

"It appears that behaviour does alter when children are approached on a very personal level. It's not just about addressing a whole class."

Dr Macfarlane went on to describe a recent survey of 643 teenagers in three Oxfordshire schools. Among the children aged 14 to 15, 21 per cent smoked cigarettes, 5 per cent had tried sniffing glue and 9 per cent had tried illicit drugs. Significantly, smokers were seven times more likely to take drugs than non-smokers.

Dr Macfarlane believes the survey might have identified a group of potential "risk takers". He would be interested in questioning them further and devising a special health education programme for them.

"Individuals can take control of their own health and be influenced by those around them."

Dr Macfarlane's survey which contained 40 questions is still being analysed. It included an invitation to pupils to write about their own health problems and material from this is to be used in a new book on health for teenagers.

*The Diary of a Teenage Health Freak* follows the agonies of Peter Pain, a hypochondriac aged 14. Readers also learn about the private medical life of his sister and girlfriend.

Sue Townsend, author of the Adrian Mole diaries, has written an introduction to the book which will be published in the late spring by Oxford University Press.

# Bilingual lecture plan for Wales

University courses taught in Welsh are likely to double in number soon following a decision by the University Grants Committee to encourage the use of new information technology in Welsh university colleges.

A £400,000 grant from the committee will enable television links to be installed between Aberystwyth and Bangor so that lecturers in one town will be able to teach students simultaneously in both.

At present about 30 lecturers in the two colleges are in posts set up by the university's board for Welsh-medium teaching.

## Assegai appeals

Mr Kuba Assegai, the governor who was banned from Brent schools last October, was granted leave by the High Court last week to apply for a review of the decision.

The Labour-controlled north London council also removed him from the board of governors of Sladebrook and Willesden schools after he allegedly told pupils that America had designed an "ethnic" bomb to be aimed at the black population.

## Staffing dispute

Teachers at five Ealing primary schools are threatening to refuse to take large classes unless the education authority promises to improve staffing levels.

The National Union of Teachers, however, expects to reach an "understanding" with Labour councillors over staff expenditure which would stop children being sent home. Union members have voted to refuse to teach classes of more than 30, or of more than 27 in the case of reception classes.





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NEWS

Ian Nash reports what the future may hold for the Further Education Unit, reprieved but reined in this week after months of speculation

# Intricate steps ahead for almost lost quango

The Government this week announced its decision to continue funding the Further Education Unit, ending months of uncertainty over the future of the autonomous college curriculum watchdog.

But the price of survival could be the loss of independence; as Mr Kenneth Baker, the Education Secretary, insists that spending plans must be approved every year by the Department of Education and Science before he will give a grant to the quango.

The unit must also "work closely and be seen to work closely" with the DES, Her Majesty's Inspectorate and other agencies such as the Manpower Services Commission, Mr Baker said in a letter to the FEU management board and Mr Jack Mansell, its chief executive.

A nominal grant of £1.7 million for 1988 was quoted in the letter. The final figure is likely to be £1.9 million – still well short of the £2.8 million promised by the Government before the call for a review last autumn.

Mr Baker's conditions are bound to be broadly accepted by the FEU board next week. The alternative would be closure, merger with the Further Education Staff College, whose interests are management training rather than curriculum development, or amalgamation with another curriculum or research body.

But the FEU is likely to demand assurances that organizations such as the employers' associations and NATFHE, the college lecturers' union, represented on the board, are not frozen out by new procedures.

Mr Baker, in calling for liaison with other interest groups, stresses the need for "corporate management planning" which, it is feared, is little more than a euphemism for "toe the line and do as you are told by the DES and HMI".

Indeed, the significant moves to abolish the unit are believed to have come from the Department, which used the expansion of HMI's further education section as an excuse for cutting the unit's funds last year.

The FEU had also invoked the hostility of the DES schools branch, with suggestions in its document *Progress to College* of a core curriculum for all 14 to 18-year-olds. The unit was said to be stepping outside its remit.

Mr Baker, not surprisingly, mentions none of this in his letter. He says that a combination of rapid changes in further education "led me to conclude that time was ripe for a review". He noted the support for the unit but said it was "tempered by criticisms of aspects of the unit's work".

On this, he has based his decision to increase Government control over the long-term strategies of the FEU, while saying that it would be retained as an independent curriculum review and development body.

Mr Mansell and Mr Jocelyn Owen, chairman of the FEU board, responded in a joint statement by welcoming the Education Secretary's decision but noting, with some regret, the low level of grant for 1988 and beyond.

They point out that the response of "industry, the MSC, colleges and l.e.a.s" in the review shows that the unit was fulfilling its proper function of "initiating, encouraging and supporting change and the modernization of the curriculum".

And they want an assurance that this role will not be undermined by future arrangements. "We assume that the board will wish to ensure that any increased emphasis on strategic planning will not diminish its support to colleges and other appropriate institutions."

In the case of the MSC, for example, instead of their present role of mediating between the Commission and colleges, they fear the unit will become little more than a channel for diverting MSC money into the system.

The Commission is hardly likely to welcome this. It has used the FEU curriculum development role to the tune of £1.5 million annually and, after vocal support for the unit during the review, shows every sign of continuing to use it.

Last week, before the future of the quango had been decided, the MSC committed a further £65,000 to support two new joint projects in developing open learning support materials for the public education sector.

Undoubtedly, some think the FEU has acted in a maverick fashion at times, and Mr Baker might have used the review to deliver a slap on the wrist. Instead, he has taken the opportunity to give it the iron fist treatment.

And a further sign of the tough line is that the Education Secretary wants an industrialist to replace Mr Owen as chairman when he steps down in April – though the unit wants another educationist.




□ Goodness, gracious, great balls of fire: a human flamethrower warms up frozen protesters who fear that a 13-year-old initiative to popularize science for school pupils is under threat because of plans to cut the annual budget of University College, Cardiff, by £750,000.

The demonstrators lobbied the senate against cutting funding for the campus's Sherman Theatre – which hosts a series of science weeks and science drama competitions, attracting more than 10,000 pupils – by more than £200,000.

The drama weeks have emerged as a unique attempt to put over scientific ideas and theories as stage plays. National finals for the event are sponsored by the British Association for the Advancement of Science.

A meeting of the full college council warned this week that the alternative to a cut in theatre funds would be redundancy for 20 academics. It is now looking for other sources of funding to keep the theatre open.

The Sherman already receives a £250,000 grant from the Arts Council and £66,000 from South Glamorgan education authority. The college council says it hoped that cuts if approved, would not be implemented before April 1988, and it is asking for more l.e.a. support.

Science weeks were started soon after the theatre opened in 1973 and their founder, Professor Charles Taylor, said the closure of the theatre and biennial science weeks would be "a tragedy". He won the Faraday Prize in 1986 for his efforts to promote primary science.

If council cuts are approved without alternative funding being found, then the theatre could close by August. Drama finals are set for April and the next science week is already scheduled for November.

Vocal support for the theatre and science weeks came this week from Professor Gillian Powell, newly appointed chair for the events. "Our plans for November are already well advanced – but now we have to see how we can respond to the Sherman's problems," she said.

● Spending cuts planned for London University's extra-mural department could end part-time study for more than 20,000 adult students in and around the capital, according to information from the Campaign for London University Adult Education.

About 400 of the 1,000 courses have already been cut and the rest could disappear if the university goes ahead with a further 62 per cent cut in the departmental budget.

Alternatively, fees would increase by more than 300 per cent – to £198 in some cases – and there would be massive staff redundancies, says the campaign, which is supported by 17 national organizations including the Association of University Teachers and bodies promoting continuing education.

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## Threat to degree courses

by James Meikle

The University of East Anglia is considering proposals to end undergraduate teaching in physics, development studies and music.

Teacher-training was also threatened with the axe by the university's planning and resources committee – and the school of education still faces 30 per cent cuts in finances over the next three years.

The authorities stress the proposals are at the consultative stage and departments have at least until March, a month after the University Grants Committee has announced its future nationwide spending programme, to produce their own alternatives.

The UGC is trying to stay aloof from bitter arguments in the academic community about cuts that rival in severity those endured by departments at Salford and Aston Universities a few years ago.

UEA expects to be faced with cuts of between £4.5 million and £4 million by 1989/90 on a total expenditure budget of £20 million.

The UEA consultative document, *A Forward Look*, suggests that undergraduate physics teaching should end and the teaching staff be cut from 12 to 6. Physics teaching would then become part of a general science degree.

The physicists have hit back, with an alternative – increasing the size of the department slightly to 15 and building on its research links – is presented as if it did not exist. The consequences of cuts ("tantamount to extinction") would be disastrous, they say.

Development studies staff are already prepared to apply for a reprieve direct to the UGC. Overseas agencies and foreign governments are rallying to help save the only undergraduate school of its kind in the country.

The school of education faces cuts both from within the university and the UGC because of a row over replacing four-year education BA courses with postgraduate places. A joint degree combining education with maths, physics, computing and electronics, may still go ahead however.

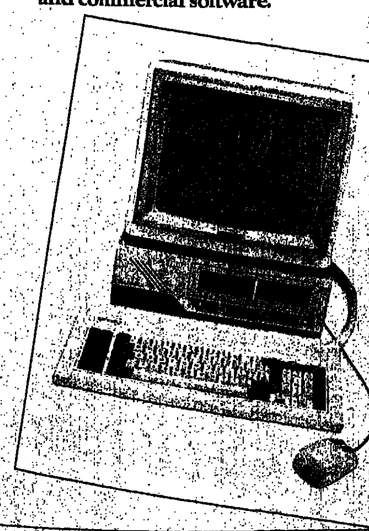


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NEWS

# City makes closure case

by Sarah Bayliss

Liverpool parents are being asked to endorse a reorganization plan that could result in the closure of 50 of the city's 238 primary schools.

The city council argues that the large number of small schools and surplus places – 27,000 in all – is damaging children's educational prospects.

And it is staging a series of exhibitions in comprehensives to put its case across to parents from "feeder" primary schools. The first of the exhibitions will be held next week.

The reorganization was urged on the authority by the Department of Education and Science in 1984 but secondary and further education reviews have taken priority.

Last term the city held meetings with teachers and governors and consultation should be completed by the spring. The reorganization is due to take place in the summer of 1988.

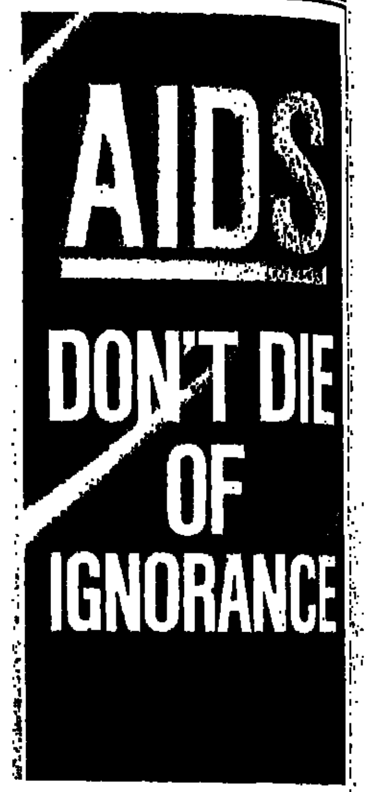
Roman Catholic and Church of England primary schools are expected to reduce their pupil places in line with local authority schools.



Potential danger: drug users are most at risk.

**This week saw the launch of the Government's anti-Aids campaign. Sue Surkes finds that it has not yet reached many schools**

# The battle starts in earnest




A Government-backed unit to co-ordinate Aids education, resourcing and training throughout Wales has just opened in Cardiff.

As part of a wide-ranging programme, it will aim to provide training and materials to one teacher in each of the principality's maintained and independent primary and secondary schools.

The Welsh Aids campaign is being headed by Mr Colin Griffiths, a research scientist who has viewed Aids education in America at first hand and who spent last term visiting virtually every West Glamorgan comprehensive school to talk to parents and fifth and sixth-formers about the virus.

The autonomous unit will co-ordinate the work of both the health and education departments of the Welsh Office, according to Mr Griffiths. The Welsh Office will provide the funding, although the budget has not yet been worked out.

"The only way you are going to have any success is to have a co-ordinated approach. There is no point in different people in different counties giving different messages," Mr Griffiths said. "We are encouraging local initiatives but we will supply them with the resources and expertise they need."

Mr Griffiths, who hopes to find out what sort of Aids education is going on it Welsh schools, said a leaflet was being prepared to explain the facts of the disease in language youngsters understood. He said the teacher training programme could be run in different counties by experts such as health education officers.

Wales has only nine recorded cases of Aids to date, seven of whom have died. A Welsh Office spokesman said the campaign had been set up to "make people realize the potential extent of the problem before it hits them".

The offensive against Aids has intensified over the last few days with the start of a massive campaign by the Department of Health and Social Security to distribute "Don't Die of Ignorance" leaflets to 23 million homes. The leaflets warn that any man or woman can contract the virus, depending on behaviour, and advise people to stick to one faithful partner. They mention different forms of sexual intercourse by name and advise the use of condoms for those who are unsure about their partners.

The Department of Education and Science, for its part, is still working on a question-and-answer briefing document for teachers that should be ready by the spring. The Health Education Council is preparing information and teaching strategies material for teachers of 12-year-olds and above, which includes a workshop for parents and governors. And a teaching pack is being put together by the British Medical Association.

Mrs Doreen Massey, the HEC's assistant director has written to all l.e.a.s for details about their Aids education programmes. "Because Aids was suddenly upon us, everybody rushed madly in trying to do things," she said. "There has to be a tightening up of the co-ordination."

The DHSS leaflet has met a mixed response. Mr David Hart, general secretary of the National Association of Head Teachers, welcomed the leafleting campaign and the idea of a DES teacher briefing. But he said the briefing had to be followed up by teacher training and parental involvement.

And he warned against the "potential danger" of schools avoiding the explicit language of the leaflet for fear of contravening the 1986 Education Act's provisions on moral and family orientated sex education. It would be useless to pretend that secondary school youngsters had not seen the leaflets arrive in the post, he said.

Dr David Josephs, a former school doctor and a medical adviser to Bedfordshire education authority, was more critical. The leaflets were "long and wordy and written in middle-class language which many people will not understand," he said. "What is needed are short, punchy messages written in the vernacular."

For Dr Josephs, there was no time to argue the niceties of the 1986 Act or the laws on under-age sexual intercourse. He wants Bedfordshire education committee to approve Aids education from the age of 10 and to allow school-based distribution of condoms to girls and boys who are "at risk from sexual experimentation" from the onset of puberty.

Health staff or trained teachers would hand out and demonstrate the use of the contraceptives in consultation with parents wherever possible. The condoms could be dispensed by machines where the minimum age of pupils was 16.

Dr Josephs, who has already written to the chief education officer, Mr Peter Browning about his idea, said the scheme would rely upon "knowing your pupils. We are talking about teachers, school nurses, school doctors, educational welfare officers and parents. If they do not know between them who is sleeping around, they jolly well ought to."

Dr Josephs said an integrated sex education programme was important in the long term if it taught about human relationships and encouraged responsible attitudes to sex. "But there are some lives we can save straight away if we act properly and in my own opinion, the provision of condoms is a part of that."

Asked if he thought the plan would encourage promiscuity, he said: "We do not have time to test it as an experiment." He added: "We are looking for teachers' co-operation although I appreciate we are looking for it at a time of low morale. I want the teachers to see this as a major challenge. It's about protecting their charges."

Dr Josephs' plan would be unlikely to receive any immediate ministerial backing. Mr Norman Fowler, the Health Secretary, said last week that there were no proposals to make condoms freely available.

● A newly-formed Aids working group made up of Essex education officers will meet for the first time later this month to discuss Aids information in county schools.


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# MPs call for higher student grants

by Diane Spencer

**Students should get higher grants, the Conservative-dominated Commons Select Committee on Education says in a report published this week.**

It concludes that "there is an urgent need for an increase, in real terms, in student awards".

The Committee was satisfied by evidence from heads of "major institutes of higher education", as well as from students and parents, that many students are experiencing hardship – and all are having more difficulty in making ends meet than their counterparts a decade or two ago.

"In our view, the current level of award is inhibiting students of academic quality from pursuing their courses to the best of their ability," the report says.

Parents on relatively low incomes have "considerable burdens" placed on them in supporting sons or daughters at college, polytechnic or universities.



*Many are experiencing hardship*

"Deductions from income in respect of other children, dependants or other commitments are scarcely generous and are in much need of review," it adds.

Although the Committee does not suggest a figure for improved grants, it recommends that they be increased "above the general level of prices until the level of awards approximates to the costs which students incur".

A "student index" should be set up by the Department of Education and Science which would provide the Government with a more accurate guide on which to base the annual review of awards than the retail price index.

The report also recommends that the travel allowances should be retained, a single standard application form – in plain language – should be used by all local authorities, and the DES should "rationalize the boundaries between mandatory and discretionary awards and bring more of the latter into the mandatory sector".

*First report of Select Committee on Education, Science and Arts, 1986-87, Student Awards, HMSO, £10.40.*




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## Courses and Careers

### Course vacancy services on Prestel Education

Every year thousands of school leavers find they didn't quite get the A level results they needed for a place at the college or university of their first choice. The most popular courses fill up quickly, but many still have places vacant. There then follows a mad rush as people try to find out which courses are still accepting applications.

In 1985, for the first time, course vacancy information was available on an electronic information system, through the POLYTEL service on Prestel Education.

This year subscribers to Prestel Education have a choice of two services. In addition to POLYTEL, the ECCTIS database is including latest vacancy details for courses covered by PCAS, the Polytechnics Central Admissions System, and AFEIS, the Advanced Further Education Information Service.

POLYTEL is funded by PCAS and the Committee of Directors of Polytechnics and is based at Middlesex Polytechnic. The service now covers all first degree, HND and Dip HE courses at polytechnics, including art and design and teacher education courses.

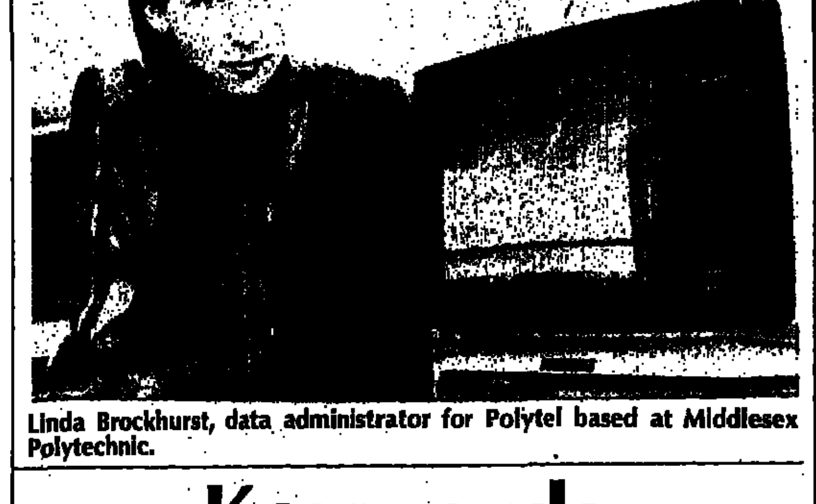
It works through a simple subject based index to a list of all courses in that particular subject. When a course becomes full, the colour of the entry is changed from blue to red, so you can tell at a glance which polytechnics still have courses vacant.

The ECCTIS database contins details of all postgraduate taught courses, first degree courses, and nationally validated advanced courses throughout the UK. It currently includes details of more than 30,000 courses and this will rise to around 80,000 as non-advanced courses are added over the next two years.

The database is held on the Open University mainframe computer and linked to Prestel through a "gateway". By combining the advanced bibliographic search facilities of the mainframe computer, with simple access to the system through Prestel, users can undertake complex searches of the database, while still using the simple instructions normally associated with Prestel.

ECCTIS on Prestel has been running for over two years, but last August and September was the first time that course vacancy information was included. After the A level results came out on August 14th, the service proved so popular that for a period of two to three weeks all lines from Prestel to ECCTIS through the gateway were engaged. Steps are now being taken to increase the capacity of the service so these problems do not occur this coming year.

Course vacancy information changes so quickly that some anomalies are bound to occur. Nevertheless, when you consider the effort and expense of writing letters and making countless telephone calls (at trunk call rates) it is clear that Prestel Education can save a great deal of time and money in the search for a place.



Linda Brockhurst, data administrator for Polytel based at Middlesex Polytechnic.

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The National Educational Resources and Information Service database, funded by the Department of Trade and Industry, will be yet another specialist educational database available through Prestel Education. NERIS aims to bring together information about teaching and learning materials that are currently scattered about the country and is due to be launched in February this year.

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PRIMARY

Labour group stands accused of going against its own anti-discrimination policy. Bert Lodge reports

# Brent rejects Muslim school extension plan

Brent council in north London has refused planning premission for an extension to the private Islamia School.

The school, for children aged 5–11, which is run on strict Islamic principles, is seeking voluntary aided status from the Government. If given, most of its costs would be met by state grants.

More than 150 supporters of the school crowded Brent's council chamber last week. They made it clear that they did not accept that the decision of the ruling Labour group was based solely on "planning considerations".

Many Labour councillors have expressed opposition to the school. Last year, when it sought the then "hung" council's support for voluntary aided status, the Labour group abstained.

"It's a gigantic red herring to the real needs of the thousands of Muslim children in Brent," Mr Ron Anderson, chairman of the education committee and then Labour's education spokesman, told *The TES* when that application was made.

What fuels the determination of the school's backers is that it is the very first attempt to establish an Islamic voluntary aided school which has got as far as the Secretary of State's desk. Muslim communities throughout the country are waiting to see what happens. With 85 per cent of the capital costs reimbursed and almost all running costs taken care of, the attraction of converting their own private schools into voluntary aided institutions is irresistible.

The planning application put last week before the development control subcommittee by the Islamia trustees was necessary if their submission for aided status is to have any chance. At present, the school has only 85 pupils. Advice from the DES to the governors is that a minimum of 175 is needed to be viable.

This means another building added to the existing site to house another five classrooms, hall and support facilities. Filling them will be no problem with 500 names on the waiting list.

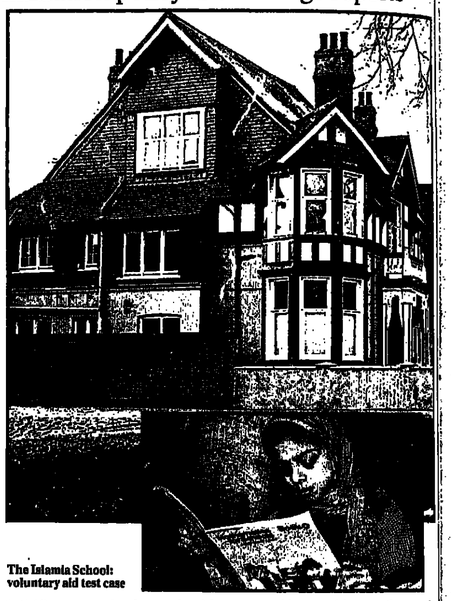
The documentation supplied to councillors was nothing if not comprehensive. In addition to a 13-page report, large-scale site diagrams were displayed. The essence of the planning officers' recommendation to refuse the application was that the area was mainly residential and the development would be obtrusive, create loss of outlook and loss of privacy and generate noise and increased activity, including cars bringing and collecting pupils.

The Islamia Circle Organization, principal backers of the school and led by Mr Yusuf Islam, a convert to the faith 10 years ago when he was then Mr Cat Stevens, countered many of the objections. To the allegation that playing-space would not meet minimum standards required by the DES, they argued that few Brent schools did.

As for being residential, the area had five schools within a quarter of a mile of Islamia School; not so much extra traffic would be generated because many of the additional pupils would be brothers or sisters of pupils already on roll. And smells from the kitchens would be negligible because no cooking would occur there; only re-heating.

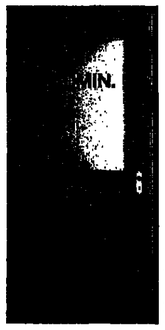
A Liberal proposal to refer back the submission allowing council officers and school governors to meet and draw up agreed conditions of use, such as staggered hours, received no support.

But, "No one is rail-roading anything through here," emphasized the chairman, Mr Collum Maloney. Grouped under their banner "Where's Brent's anti-discrimination policy now?", the Islamia school supporters looked unconvinced.



The Islamia School: voluntary aid test case


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# TV to warn children about sexual abuse

The BBC is to screen three programmes on child abuse for children as young as three.

The programmes, to be shown later this month, will be in the *You and Me* series and feature two large puppets. The puppets will be shown turning down a stranger's offer of ice cream, describing the stranger's appearance and learning that it is not always right to keep secrets.

The producer, Ms Nicci Crowther, said: "Statistically, the dangers of child abuse are greater than the risks of children being involved in road accidents."

The programmes were made with the advice of Michelle Elliot of Kidscape, the organization which arranges visits to schools to warn children about sexual abuse. Kidscape will provide free back-up material for teachers and parents.

The first programme will be screened on January 20.



Puppets show children how to say no

# Lack of funds rated worst hindrance

by Sarah Bayliss

Inadequate funding is the greatest hindrance to young children's education, closely followed by parental apathy, according to most of the primary teachers who responded to a recent survey.

The third biggest hindrance was said to be the public's lack of understanding of primary education's significance.

The survey, conducted by *Primary Focus*, a new magazine published by E J Arnold, the education equipment manufacturers, attracted responses from 260 teachers around the country.

Asked to rank the three most important qualities of a good teacher, most singled out dedication (64 per cent), followed by endless patience (40), common sense (49) and limitless energy (44). Intelligence was ranked as a top quality by only 23 per cent of respondents.

Half the respondents said the low number of male teachers in primary schools should be "rectified at once", although 32 per cent considered that was "irrelevant to the progress of most primary pupils". Seventy-nine per cent thought it was an indication of the low status" of primary education.

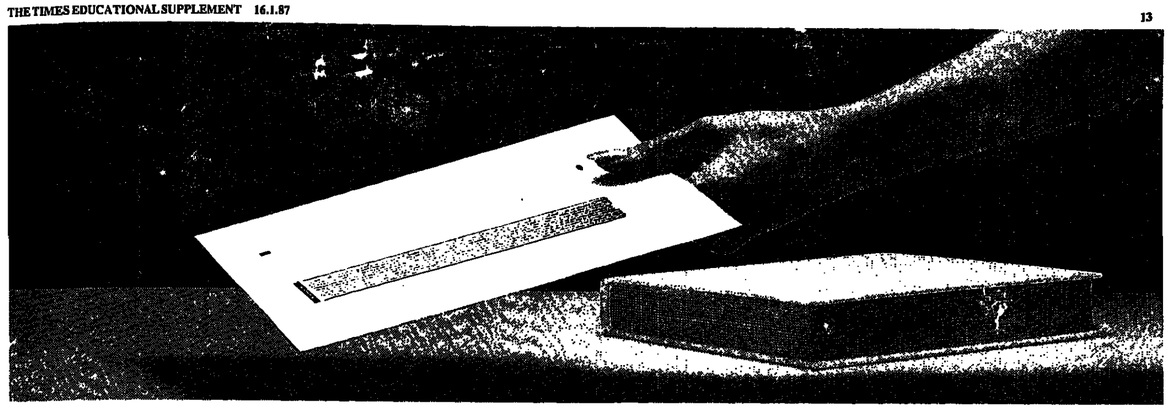
The favoured class size was between 15 and 20 and the most neglected subject was considered to be science, followed by dance, religion and drama.

**Primary Index**


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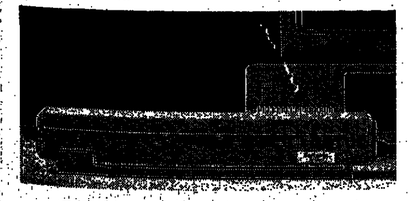
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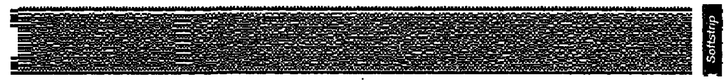
The reader will even scan through thumb prints, coloured ink and general dirt.

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NEWS

OCDE / OECD

Patricia Rowan reports on a conference in Paris on integrating special needs pupils

# World-wide search for a school-for-all

Britain is not alone in agonizing over the barriers to integrating children with special needs into the same classrooms as their peer group.

At the opening session of an international conference on active life for handicapped youth held recently in Paris, Mr Barry Taylor, Somerset's chief education officer, raised an issue to which 104 participants from 20 countries returned time and again during the next two days.

He asked the first speaker: "Is it enough to have the energy and initiative to pursue integration if you haven't got the resources to provide a successful back-up?"

Mr Bengt Lindqvist, minister for the family, the elderly and the handicapped in Sweden, where integration policies are reputed to be ahead of the world, replied bluntly: "If you cannot provide resources, you should not integrate. You must be able to provide enough support for education to be real, not token."

Mr John Fish, formerly an HM Inspector for special education and now an accredited expert to the project on handicapped youth run by the Organization for Economic Co-operation and Development's centre for educational research and innovation, (CERI) which staged the conference, took the opposite view.

"A sense of direction is as important as the total amount of resources," he insisted. "What is needed is a mechanism to shift resources towards primary and secondary schools, and away from the separate system."

Though he had his supporters at the conference – most notably the Irish and Norwegian education ministers who observed that, since lack of resources could always provide an excuse, it was a matter of political will – his idea of shifting resources has made little headway in inner London since he wrote his report on special needs, *Equal Opportunities for All?*, for ILEA 18 months ago.

The OECD/CERI project on handicapped young people has been running since 1978, financed largely by the United States Bureau for the Handicapped and concentrating on the two themes of integration into regular schools and the transition from school to adult and working life.

Seminars, studies, reports and a busy exchange of visits have served to collect and analyse information, uncovering common experiences and difficulties. The trickiest part of the project, predictably, has proved to be disseminating the material beyond its globe-trotting participants to policy-makers and practitioners.

At the Paris conference, the policy-makers were brought in for the first time, with ministers from Australia, France, Norway and Sweden – but not the United Kingdom – staying to lead two days of discussion as well as delivering papers.

Mr Enda Kenny, the Irish minister who chaired the meeting, recalled that it was in a *TES* article last July that Dr Seamus Hegarty of the National Foundation for Educational Research had urged that the project should now concentrate on co-operating with national governments if its findings were to make an impact where it mattered.

It has to be said that – after nearly a decade of trying to define what is meant by integration, in some 2 different languages and systems, and combined wringing of hands over lack of co-operation between services and professionals at transition – it did give a hard edge to the talking to have the politicans there who could *do* something.

Policy reviews in Australia, France and Sweden last year helped to throw up key issues for the Paris meeting. Most proved very relevant to the UK.

Discussions started from the common ground that disabled people have the same human rights and expectations as everybody else, that integration into schools and afterwards society is both right and possible, and that the definition of "disability" is essentially different from that of "handicap": disabilities may impose limitations on the individual, but it is the physical, cultural or social obstacles in the way of access to society or classroom, which create the handicap.

The next step was a new definition for integration, which this time round turned out to be "participation". It was the quality of integration that mattered. Without positive support and discrimination it was worthless.

Bengt Lindqvist, whose practical leadership dominated the conference, conjured up a well-received vision of a "school for all". Schools should adapt to the pupil rather than the other way round.

As John Fish pointed out, unless ordinary schools and curricula changed, special schools could still be justified. One useful by-product might be that curriculum reform could benefit a far wider group. Denmark's chief school inspector, Mr Jorgen Hansen, said that his country's over-academic curriculum was handicapping an increasing number of pupils.

Barry Taylor believed that the school-for-all idea, with the new curricular and methodological approaches that would follow, could have an impact in many other directions. In the UK it might be applicable beyond the school age, to the 17-19 age group.

The ministers knew first-hand what stopped integration policies working. Mr Don Grimes, Australia's minister for community services, picked out the professional carers as the main obstacle. With such a stake in the separate system they had helped to create, it took more than legislation to change their thinking.

Mr Lindqvist believed that disabled people were particularly vulnerable to current austority trends in the public sectors of most OECD countries, as the growth of information technologies which threatened to marginalize them, and to the other growing trend towards decentralization.

"Deregulation, development of local decision-making and privatization seem to occur in most countries."

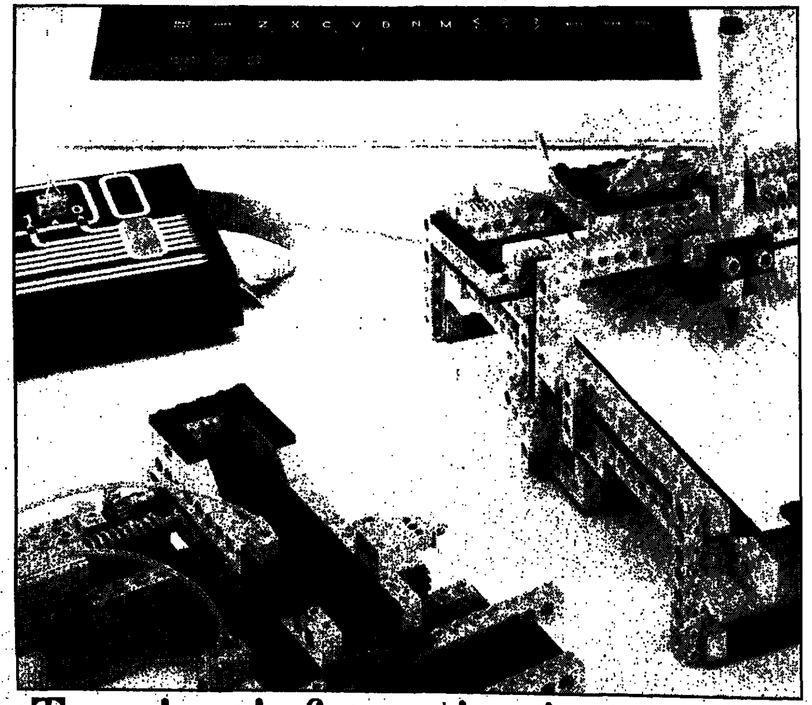
The only way to protect the weaker groups was to find a balance between decentralized responsibilities and national safeguards. Money from central government was crucial, and so was sharing good practice.

The policy-makers were less convincing about policies to help young disabled people make the transition from school to adult life. It was easy to agree that social policy goals should drive economic, educational and employment policies, but every country found it hard to get its departmental bureaucracies to work together, however senior the joint committee set up.

There was one good idea to steal though. The Danes appoint a person, based in the school system, to help disabled school-leavers for several years through the bewildering maze of post-school courses, services and pitfalls. The Americans have enthusiastically borrowed the idea and called it case management.

The Warnock Report proposed something similar, a "named person", but the 1981 Act did not take it up because the DES could not handle a proposal that would involve other services, or force them to collaborate between professionals.

There may be another chance. Case management is one of the themes chosen for further development now by the project, along with early intervention, and the role of the information technologies.

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NEWS



Celebrating Diwali in Kensington

Sue Surkes on the Commonwealth Institute facelift that aims to give young visitors a three-dimensional view of other countries

# Foreign but not at all alien

School trips abroad may have become big bucks, but there is still one cheap and easy way of travelling the world.

Drop into London's Commonwealth Institute and you will be able to walk from Kenyan game parks to Indian craft market and then dip your toe off an Australian beach. On the right day, you might even take a journey back through the ages – and still get home in time for tea.

The Institute, which aims to promote understanding of the Commonwealth in Britain, has been offering schoolchildren insights into far-off lands for 25 years.

Up to 100,000 youngsters a year visit its exhibitions and activity sessions to study one or a group of countries. As many as 1,000 crowd into its imposing Kensington premises at a time to watch or take part in the Chinese New Year, the Indian Festival of Light or whatever event is being celebrated internationally.

And 150,000 – 200,000 children are reached through its extramural service which arranges resources, visitors from different parts of the Commonwealth, and displays ranging from Caribbean toys to simulated African villages.

But as the Commonwealth Institute enters its silver jubilee year, all this is about to change. The education department, estimated to be taking approximately 8 per cent of the £3 million budget this financial year, will become the body's top priority.

The radical plans follow a recent Foreign Office policy review which found the institute's educational work to be "remarkably effective where it occurs". The review team recommended boosting demand for the education service, linking it more with classroom and curriculum needs, and increasing consultation with education administrators and teachers.

Mr James Porter, the institute's director, has reacted enthusiastically to the recommendations, most of which have now been accepted by his executive committee. They legitimized what the institute had wanted to do for some time, he said.

The educational facelift will centre largely on a thorough revamp of the institute's colossal, three-tiered exhibition galleries, described by the review team as fine for the 1960s but now badly out of date.

The present country-by-country displays will be replaced by regional and thematic exhibitions underlining common problems and interests. And the stress will be on allowing visitors to experience rather than just observe foreign cultures.

Mr Porter's ideas on the subject come spilling out: a wrap-around cinema that puts 3D into the shade; a television studio for children to make programmes about the dilemmas of the world; and computer systems which can call up solutions to particular global headaches. "I want people to be queuing up to play with things," he said.

The galleries, Mr Porter agreed, exemplify what can go wrong if an institution fails to consult its consumers properly. "We have not reached out enough up to now," he admitted. "It's important to get back to basics and say to people 'what are your needs?' rather than 'this is what we have got – what do you want?'"

Local authority and teacher representatives would be invited to conferences to discuss their needs and ideas, he explained. And the institute itself would offer the might of its resources and expertise in areas such as in-service training.

Mr Porter stressed that he wanted to work with the practical problems teachers face. "I hope we can provide a bridge between rarefied international studies and what is often rather crude and patronizing teaching – the steel band syndrome."

Because of what it represents, the institute feels obliged to preserve what it sees as its cultural neutrality. And one of its toughest tests might come with plans to include more current affairs in its programme.

Environmental issues and the effects of industrialization have already received some attention. Apartheid and racism in general are on the books for 1987, and other contentious issues will assume a higher profile in the years to come.

"We would stand by the principles of the Commonwealth, which are explicit on issues such as race," said Mr Porter. But the Institute would take care not to lend its name to proselytizing campaigns by individual interest groups.

To ensure that all these new ideas materialize, Mr Porter will shortly begin a fund-raising tour of Commonwealth governments, foundations and businesses. The gallery refurbishment alone – due to start next year – could cost up to £5 million.

A meeting will be held later this month with the Department of Education and Science – the institute's bosses before the Foreign Office took over in 1967 – which, the review team thought, had to shoulder some responsibility "at least to smooth the institute's path in the education field wherever possible".

Mr Porter is optimistic about finding the necessary money and support. "The jubilee year could not have come at a better time in terms of publicity and the chance for fundraising," he said. "It's a time for looking back – and looking forward."



**James Porter: "I hope we can provide a bridge between rarefied international studies and what is often rather crude and patronizing teaching – the steel band syndrome."**


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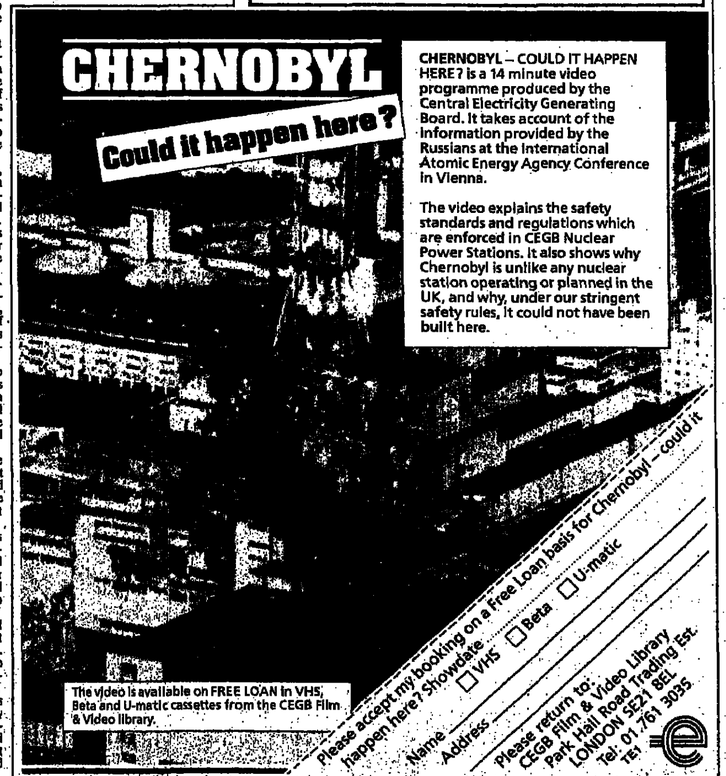
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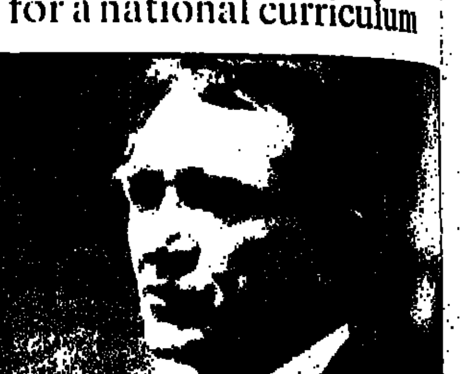
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Who should run schools – l.e.a.s or the Government? Jeremy Sutcliffe reports from last week's North of England Conference and, opposite, we publish an edited version of the speech in which Kenneth Baker outlined the case for a national curriculum

# Limbering up for the big fight



Bill Walton: fears greater centralization

The education service increasingly resembles the city of San Francisco, nervously awaiting the great earthquake. In view of the tremors threatening upheaval in the country's town halls and schools, it is hardly surprising that this year the North of England conference chose the unedifying, but safe, theme, *Report on Education*.

Even so, big issues, political no less than educational, were up for debate. We are now clearer about Mr Kenneth Baker's vision of a re-shaped education service, and about how the major parties will fight their education corners at the next general election.

Setting the official conference theme aside, the real underlying debate was about the future of local education authorities, threatened by Mr Baker's unholy trinity of a national curriculum, devolution of authority to schools, and parent power.

In a gloomily entitled paper, *The Gathering Storm*, Mr Bill Walton, Sheffield's chief education officer, warned that greater centralization would lead to "depowering of the community" and "deskilling of the teacher". The innocent sufferers, he said, would be generations of young people.

The Education Secretary did not take that view. For him, Britain's historic "national system locally administered", was a "maverick" one. Once a source of pride, it was now "patchy . . . , even bad", with widespread concern about standards from parents, HM Inspectorate, and the pupils themselves.

Far from having the effect Mr Walton warned of, Mr Baker believed that greater central control of the curriculum would eliminate the great variations in scope and quality of the present system.

In a clear reference to Labour authorities such as Brent and Haringey, he also criticized councils which applied "ideology" to the point where pupils got a "raw deal".

He dismissed the argument that l.e.a.s should not be penalized because of a handful of miscreants. A system which permitted any unacceptable practices called itself into question; if parts of our national system are being infected, the whole of it may require treatment," he said.

Clearly, to develop his medical imagery a bit further, Mr Baker is contemplating major surgery, which may eventually mean a bypass operation to remove education altogether from the control of l.e.a.s.

His announcement towards the end of last year on ITV's *Weekend World* about the Government's plan for a national curriculum for schools is the next stage in his master plan.

On Friday he put more flesh on the still rather bare bones of what he intends. We now know he favours moving much nearer to the curriculum structures found in Western Europe, countries such as France and West Germany. We also know he wants to set national criteria for each subject area.

There is reassurance, however, for critics like Mr Walton, who believe a national curriculum will stifle innovation and be biased towards academic subjects and written examinations. The new criteria, said Mr Baker, will give teachers flexibility and be adaptable to the needs of the individual child.

"They must also be arrived at 'jointly' by all parties", in the same way as GCSE. They would not cover the whole curriculum. "Essential" aspects such as "personal and social development" would instead be based on a consensus of objectives".

Mr Baker said he wanted to do more to involve parents in their children's schooling. And he criticized Mr Roy Hattersley, the Shadow Chancellor, who the previous day used the platform to warn that "parent power is bound to favour the self-confident, articulate and determined minority".

"That attitude, Mr Baker said, is a patronizing form of elitism, which I think he will regret".

Mr Hattersley unsuccessfully tried to bait the Education Secretary by challenging him to repudiate the manifesto produced by the right-wing Hillgate Group, which called for schools to be removed from l.e.a. control.

At a press conference afterwards Mr Baker refused to reject any of the Hillgate manifesto, on the grounds that no Government minister rejected advice before it was considered.

## Crumbling schools suffer from property slump

There is growing anger among northern education authorities about the worsening state of school buildings.

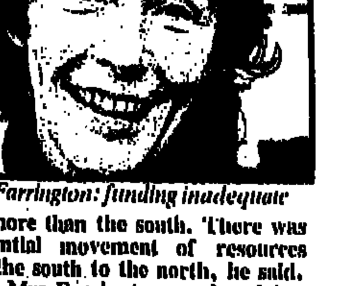
The anger surfaced in a question from the floor after the Education Secretary had addressed the North of England conference in Rotherham.

Mrs Josie Farrington, chairperson of Lancashire education committee, challenged Mr Kenneth Baker to explain the Government's "pitifully inadequate" capital allocation to help l.e.a.s rebuild crumbling schools.

What infuriates northern authorities most, according to Mrs Farrington, is the way the Government has failed to take account of the effects of the collapse in manufacturing and land prices in the north.

Authorities are allowed to spend up to 30 per cent of funds raised by the sale of council property on capital projects such as rebuilding schools. The difference, said Mrs Farrington, was that that percentage meant far more in booming Kent or Hampshire than Lancashire, Bradford, or Rotherham.

Mr Baker told the conference he had allowed for differences between north and south. A total of £800 million a year was being spent on renewing or maintaining school buildings, with the north receiving a quarter more than the average for the country, and 80 per



*Josie Farrington: funding inadequate*

cent more than the south. There was substantial movement of resources from the south to the north, he said.

But Mrs Farrington – who claims all-party support in the north, was not satisfied. "There is a huge gap in the capital receipts between north and south, which makes tremendous differences to places like Kent and Hampshire.

She cited examples of a school in Burnley evacuated on safety grounds nearly a year ago. The children are being bussed to nearby schools, awaiting the building of a new school. That and other instances, were comparatively rare in the south where the money was usually found through assets sales, she said.

## Radice's route to local harmony

Labour's education spokesman, Mr Giles Radice, has sprung to the defence of local education authorities. It would be absurd, he said, to expect central government to run 20,000 schools directly.

L.e.a.s provided schools with expert help, and linked them with other schools and education establishments. They served as guardians of the community interest and ensured pupils received high quality education.

If a few authorities, Tory or Labour, made mistakes, they should be brought to account, not bypassed or abolished. The real need was for efficient, caring and accountable l.e.a.s, backed by sufficient resources to carry out their functions properly.

Mr Radice, speaking at a Fabian Society conference on education in Oxford, spelt out his party's plans for schools after the next general election.

He pledged Labour to raise standards by reducing class sizes, providing more school books and equipment, and improving the performance of teachers through appraisal and in-service training.

Remaining grammar schools would be phased out within two years of coming to power while every three and four-year-old would be guaranteed a place in nursery education.

In addition, every pupil would be taught in a well-resourced school, and all young people at the age of 16 would have the opportunity of taking up a two-year high quality education and training course [illegible]

The policies formed "a concerted effort to get education moving again". Partnership would be an important part of the new deal, through the creation of a new National Education Council, and support for local authority autonomy.

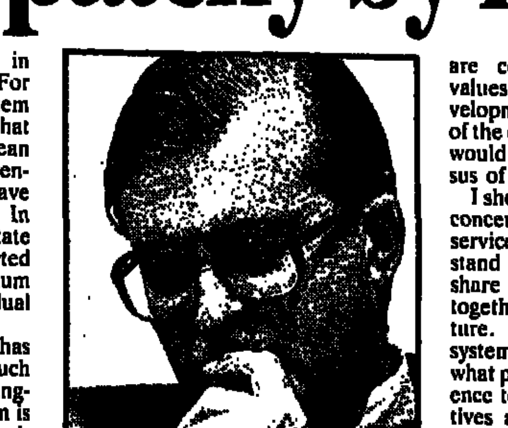
Labour would also increase parental involvement and rights, and appoint a new education ombudsman.

Mr Radice fiercely criticized Mr Kenneth Baker for leading "the biggest cover-up in educational history". Mr Baker's job, he said, was to provide a smokescreen between now and the next general election, [illegible] search for scapegoats [illegible] announcement of [illegible] thin" initiatives such as the city technology colleges.





# Too patchy by half



Kenneth Baker: nationally agreed objectives needed

"In England we are eccentric in education as in many other things. For at least a century our education system has been quite different from that adopted by most of our European neighbours. They have tended to centralize and to standardize. We have gone for diffusion and variety. In particular, the functions of the State have largely been devolved to elected local bodies; and the school curriculum has largely been left to individual schools and teachers.

Our maverick education system has been a source of pride and much self-congratulation. But that is changing. The performance of our system is now patchy – in parts it is very good, and in others less good, even bad . . .

If you look at exam results over the past 10 years there is an improvement in the proportion of school-leavers with five or more higher grades in O level or CSE and there has been a small improvement in the proportion of those with two or more A levels, rising from 16 to 17 per cent. But when you consider the other changes in society over the past 10 years, for example the greater involvement of girls in the education process – particularly in the sciences – and the huge increase in the resources per pupil, an increase of over 20 per cent in real terms, and the constant fall in the pupil-teacher ratio, one should expect very considerable improvements in standards . . .

The systems in Western Europe seem to succeed much better than ours in keeping more of their young people in full-time education and training and for longer. One reason must surely be that these systems offer more young people qualifications which are worthwhile and respected in their society. This message emerges clearly from HMI's recent report on education in the Federal Republic of Germany.

Our system is so unusual that it seems to defy description. I believe that many of the clichés used to describe it are misleading . . . Take the often quoted aphorism that we have "a national system locally administered". In what sense is the system national? Does every child follow the same curriculum? No. Is a similar amount of money spent on children in similar circumstances? No . . .

I could go on, but the point is clear. In many important respects our national system operates as if it did not matter that the opportunities and the teaching offered to children and young people varies greatly in scope and quality from place to place.

How about "locally administered"? Does this mean that the l.e.a. administers the system? To the extent that it does, we have here only one of the possible variants of decentralization. A fully decentralized system would devolve the main responsibilities for local administration to the schools and colleges themselves . . .

Yet I believe that some searching questions now need to be asked. Is it really acceptable that in the vital matter of education hardly anyone can be sure about where responsibilities really lie? . . . Above all, is it acceptable that the customers of the system, who find the bulk of the money, should be quite unable to judge these claims against each other because they too are not sure what our schools set out to achieve? . . . Everyone inside the magic circle of education claims that theirs is the hat with the rabbit, but those outside the circle see only the hats.

In my view the country is entitled to an education system which not only works well but is also intelligible, and shows clearly where responsibility and accountability lie. That is why I am glad to have played a part in getting last session a large Education Act onto the Statute Book . . .

Nobody should assume that all the other features of the education system will remain immutable for the foreseeable future. I know how unwelcome change is to many people, and not only in education. But the world will not stand still while we linger to draw breath. Those who do nothing but talk about the future of the cherry orchard will hear the clash of axes among the trees while they are still talking.

The new system which I have described will also be on trial. Its effectiveness will be tested against the needs of our time. At this moment I would not care to predict what further changes might be required. That will depend on how the system develops. But I can point to at least three major issues which have to be resolved.

First, we shall all need to be much clearer about the school curriculum. Although its overall purpose and its range are widely agreed for the compulsory period, there is as yet considerable doubt about how broad the primary curriculum could and should be, and no agreement about what and how much choice there should be for the last two compulsory secondary years.

Nor is there yet broad agreement about the balance between the elements of the curriculum, or about the objectives of each element, despite good progress towards agreement in mathematics, science and foreign languages. Moreover, although for much of the curriculum the GCSE will increasingly help to define attainment targets for pupils of various levels of ability at age 16, we are a long way from similar targets for the end of the primary phase . . .

Only then will there be explicit goals for the education service to work towards purposefully and without dissipation of effort. Only then will teachers have bearings outside their own classrooms. Only then will the customers know what they are entitled to expect from the system . . .

These weaknesses do not arise in those West European countries where the schools follow more or less standard national syllabuses. In those countries the school system produces

**'Those who do nothing but talk about the future of the cherry orchard will hear the clash of axes . . .'**

results which overall are at least as satisfactory as those produced here; and the teachers are no less professional than ours. Nor do these countries show any sign of wanting to give up the advantages of national syllabuses. So it would be foolish to reject out of hand the idea of moving much nearer to the kind of curricular structure which obtains elsewhere in Western Europe.

For my part, I am sure that we must so move. I am equally sure that we must preserve the good features of our present arrangements as we do away with the bad ones.

I believe that we can do both these things by establishing a national curriculum which works through national criteria for each subject area of the curriculum. I also believe that in this task we should be guided by three considerations.

First, the national criteria must be capable of change and development. They must give teachers flexibility in the choice of content and permit them to adapt what they teach to the need of each individual pupil and to try out and develop new methods and approaches. We must retain the professional enterprise which so many of our teachers display.

Second, the national criteria must be arrived at by a national process. They cannot just reflect what the Government thinks best, or what the l.e.a.s or the teachers think best, or what the customers – parents, and industry in particular – think best. They must be hammered out jointly by all the parties . . .

Third, the national criteria cannot cover the whole curriculum. Schools are concerned with attitudes and values, with personal and social development. This is an essential aspect of the curriculum. But for this aspect it would be enough to aim for a consensus of objectives.

I should now like to hear from those concerned, both within the education service and outside it, where they stand on this matter. I invite them to share my vision of moving forward together to a better curricular structure. We cannot continue with a system under which teachers decide what pupils should learn without reference to clear nationally agreed objectives and without having to expose, and if necessary justify, their decisions to parents, employers and the public.

This brings me to the second issue to be resolved. We must, I believe, give the system's customers a bigger voice, not in the professional details of curriculum delivery, but in what schools stand for, attempt to do and achieve. The customer is not always right. Many parents and employers, for example, have low and narrow expectations for their children. But the providers are not automatically right just because they are professionals. Many parents nowadays are at least as well educated as those who teach their children.

We have here the basis for a particularly fruitful partnership between teachers and parents . . . It should be a two-way partnership. The child's educators should be clear about what each expects of the child. One of the weaknesses of our system is that it is too often driven by low expectations of what children can achieve and what education can do for them.

The HMI report on the Lower Attaining Pupils' Scheme showed that it brought into school parents not hitherto involved with their children's secondary education. I want to see all parents involved in their children's schooling. If parents will not thus contribute to the input of schools, they should not criticize the output."

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NEWS

## Mary Cruickshank looks at a two-year project on the study of Indian culture

# The Hindu epic that boasts a cast of thousands

A spectacular re-enactment of episodes from the Hindu epic, *The Ramayana*, will be staged in Battersea Park next June, with more than 1,000 London schoolchildren taking part.

The festival will be the culmination of two years' planning by a steering group of teachers, advisers, inspectors, drama and ethnic arts centres in the Inner London Education Authority.

Throughout the spring and summer terms, schoolchildren will take part in art, dance, music and drama activities in preparation for the two-day festival, and a programme of teachers' courses will be run in conjunction with resource centres, museums, and Indian cultural organizations.

The central dramatic performances, using giant puppets as the main characters, will be directed by the Mandala Theatre Project, which specializes in outdoor, community drama, and who two years ago initiated *The Ramayana* event in Leicester, on which the ILEA project is based.

The project directors expect to work with between 35 and 40 schools. Teachers' workshops on designing and constructing puppets and sets start next month.

Jeff Higley of Mandala sees the event as a celebration of our multi-ethnic society and a chance for children from all cultural backgrounds to work together. The heroic themes explored in the epic poem and its great narrative qualities will give *The Ramayana* its universal appeal.

A news-sheet describing the project and the ways of participating was sent to all ILEA schools and colleges last week. As well as the central dramatic performances, a wide range of fringe festival events will offer many other roles. An exhibition of teaching resource materials will open at County Hall next week.

The event is expected to cost around £110,000, of which £60,000 has been raised through sponsorship. The ILEA's contribution will pay for the work undertaken by schools. Further sponsorship is sought to extend the number of professional artists and musicians taking part.



*A chance for children from all cultural backgrounds to work together*

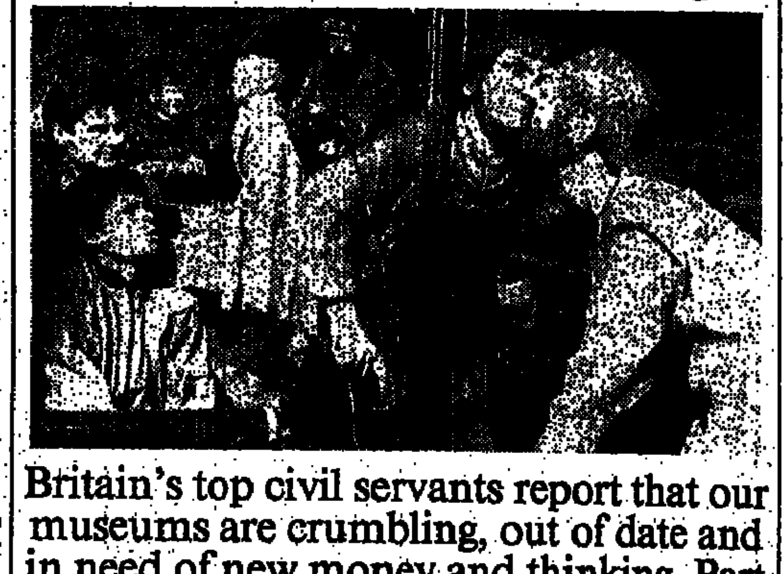
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*A character mask from the Ramayana story*


THE TIMES

Pop goes our heritage



Britain's top civil servants report that our museums are crumbling, out of date and in need of new money and thinking. Part of the answer may lie in York, where the Jorvic museum (above) has more than the children wide-eyed by putting the past on a popular, commercial footing. We look at the lessons of a success story.



. . . and regularly in *The Times*, **Bernard Levin** (right) on the way we live now, **Suzy Menkes** on fashion, **Irving Wardle** on the theatre, **Frances Gibb** on the law, **Peter Ackroyd** on books, **Shona Crawford Poole** on travel, **Philip Howard** on words . . . and much more each week

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# Working party aims to boost double sciences

**by Ian Nash**

The Science for All policy of the Secondary Science Curriculum Review is being hindered by schools that refuse to offer combined science courses at GCSE level, says the chairman of a working party to establish national criteria for GCSEs in double sciences.

Mr Jack Allanson said that many headteachers believed the courses lack status and fail to prepare pupils for A level studies.

The plan of the working party, set up this week, is for a blueprint to spell out what such examinations will test. Members include representatives of the School Curriculum Development Committee, the Secondary Examinations Council, the Association for Science Education, the Joint Council for the GCSE and the SSCR.

Mr Allanson assured teachers that the blueprint would not replace or change the criteria for general science, but would sit alongside the 20 criteria statements that already exist for GCSE science subjects.

Schools faced the problem of determining if double science subjects were suitable for further studies. "For example, a combination of horticulture and agriculture might be useful, but it would not be considered broad and balanced."

The Government has stressed that it wants all 14 to 16-year-olds to spend about 20 per cent of their study time on science. It also says pupils need to understand the social applications of biology, physics, chemistry and other sciences.

The working party aims to make sure that double sciences offer this broad base while still preparing pupils for further study at A level, should they wish to go on.

Mr Allanson said: "We are hoping to produce a definition of core content for double sciences to ensure these ends without stifling curriculum initiatives.

"By giving double sciences the same status as physics, chemistry and biology we hope to take away the fear that if pupils commit themselves to these courses they will not be thought of so highly." The working party expects to produce a report by the summer.

# Head of school broadcasting

Dr Eurfron Gwynne Jones, head of School Broadcasting, Television, will be the new controller of BBC Educational Broadcasting after a rapid rise through the ranks since rejoining the corporation in 1983. She takes over from Sheila Innes, who will become chief executive of the Open College.

Dr Jones left the BBC in 1975 to have a family. She became assistant head of School Broadcasting, Radio, when she returned, and in 1984 was appointed head of School Broadcasting, Television. She had been a general trainee and had worked as a producer in radio and television.

She said that "the demand for education in the community has never been higher and the challenge for the BBC in the next few years is to meet that demand". The whole of the BBC was in a state of change because of the demands of new technology – satellite and cable included, she added.



*Eurfron Gwynne Jones: challenge*

# Irish teachers press for joint recognition

**by Bert Lodge**

The case for freer movement of qualified teachers between the Republic of Ireland and the United Kingdom was presented last month to a conference of Irish-born teachers working in London.

Mr. Alan Whelan, a Richmond teacher and prospective Alliance candidate for Islington North, described the case of a craft and technology teacher who sought qualified status from the Department of Education and Science after being offered a job in a London school.

He was told to produce a copy of the syllabus, examination paper and marking scheme of a City and Guilds English exam he passed 22 years ago.

DES officials insisted that they had to be satisfied that the examination was at least equivalent to Grade C in O level English. However, the City and Guilds Institute refused to supply the marking scheme saying it was confidential.

"It's ridiculous when there is such free movement of labour between the two countries in other trades that we should have so many well-qualified teachers unemployed in London at the present time," Mr Whelan said.

The joint recognition of teacher qualifications is currently under review by a working party set up by the Anglo-Irish Governmental Council and is expected to make recommendations within the next six months.

Neither Government automatically accepts teachers who qualified in the other country. Some courses in Ireland are regarded by the DES as containing insufficient teaching practice.

A spokesman for the Irish National Teachers' Organization said that in Ireland a qualification to teach Irish was required of any teacher seeking a post in the primary sector, with the exception of a few schools catering for children with special needs. At secondary level an Irish language test was taken.



SCHOOL TO WORK

# College lecturers upset by MSC inspections

Manpower Services Commission observers have begun sitting in on some college lectures for Youth Training Scheme trainees. Their visits are part of the tough new vetting system which is intended to impose high standards on every aspect of YTS training.

The MSC observers are members of the teams carrying out checks on YTS managing agents who have applied for approved training organization status. From April, only organizations which have been granted at least provisional status will be allowed to offer YTS training.

The introduction of direct inspection of YTS off-the-job training and further education was disclosed this week by the head of one of the first handful of organizations to be granted the new status. Mr John Farnell, general manager of the Middlesex Training Centre, a local education authority sponsored scheme which uses eight colleges in outer West London, said that some of them had objected strongly to allowing MSC officials into their lecture rooms and workshops, but all had agreed in the end.

The official who attended the college sessions was a local programme assessor, Miss Vanessa Hutchinson, a former primary and middle school teacher. Mr Farnell, himself a former secondary teacher, said that she made no attempt to judge the teaching methods, but made it plain that she was only there to check that the content of the college courses met the objectives of the training programme.

An MSC spokeswoman said that the Commission had not instructed its local teams specifically to visit colleges. "We leave it to the local programme managers to decide, and in some cases they will be carrying out direct observation," she explained.

Mr Frank Griffiths, NATFHE's assistant secretary for education, said that there have been a few isolated complaints to the college lecturers' union about MSC officials trying to inspect courses run under various schemes in the past. "In some cases the MSC people appeared to have no idea of the conventions and courtesies that attend even a normal HMI visit, and were told to get on their bikes."

But it now looked as if such visits were likely to take place on a much bigger scale, since nearly all the country's colleges were involved in the YTS. The union would therefore need to raise the matter with the MSC, because there were matters of both principle and practice involved.

"It may well be necessary to agree a code of practice and for the MSC to ensure that its staff stick to it," said Mr Griffiths.

About 60 organizations have been vetted under the new system, of whom an undisclosed number have been given full approval and the rest provisional status which will enable them to go on running YTS training while they try to reach the required standards. Another 3,236 organizations are now being checked out or are waiting for the process to begin.



John Farnell (left): told MSC chairman Bryan Nicholson (right) that the vetting process had been harrowing

At an awards ceremony last week for the first nine organizations to win approval – all of them training agencies – Mr Farnell told the MSC's chairman Mr Bryan Nicholson, that the vetting process had been harrowing. This week he described it to *The TES* as "going through hell".

The process had begun with two months of preliminary inspection – in the MSC's new jargon, "pre-ROTA" (ROTA is the acronym for the exhaustive report on an applicant's training arrangements on which the MSC's regional director decides whether or not to grant approved status).

It was followed by a month in which the agency digested the results of that inspection and made whatever changes were necessary to meet the MSC's requirements. Then came the all-important ROTA phase – three months of meticulous vetting of every aspect of the scheme, with lengthy grilling of staff, visits to training sites, and minute examination of documents and materials, which established that the agency could be trusted to go on running its scheme.

Middlesex is a large agency with an established record in the YTS: had it been a newcomer applying to set up a scheme for the first time, then the ROTA part of the exercise would have lasted six months. "If we'd had to face that we'd have gone quite mad," said Mr Farnell.

"As it was we had Vanessa Hutchinson with us for the equivalent of a whole day a week, with other specialists coming down to look at various aspects of what we were doing. They included, for instance, health and safety experts, who checked out that we not only were adopting the right practices, but that we were making sure that everyone involved in the training, including the youngsters themselves, knew them."

In addition, said Mr Farnell, there were the visits to employers with whom the trainees were placed, discussions with their on-the-job supervisors, and checks to see whether trainees were acquiring the competencies set out in their programmes. "They spent a lot of time questioning trainees," he added.

**Edited by Mark Jackson**


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# Builders' ladder to success

**by Leo Knowles**

**The building industry is crying out for graduates, careers teachers were told at a conference at Salford University last week. Only 300 students a year take building degrees when 1,000 are needed.**

**"Teachers, pupils and parents alike are put off by the industry's outmoded cloth cap and donkey jacket image," said Mr Derrick Phillips, director of training policy at the Building Employers' Confederation, which is organizing a series of one-day conferences to show careers teachers the opportunities which building can offer.**

**At Salford the teachers met four young graduates, one of whom had nine job offers waiting for him when he left university. Another, a 21-year-old girl, started work the day after she took her degree.**

**Professor Michael Romans, of Central London Polytechnic, said that today's building manager was not a figure in wellingtons but a specialist trained in modern management skills. A survey which he carried out in 1984 showed that after four years the average graduate earned £15,000 a year and ran a company car.**

**Mr David Woods, the BEC's north-west chairman, said that each building graduate was sure to be offered at least four or five jobs.**

# Careers Diary

At this time of year many older school-leavers are considering the possibility of having a "year off" between school or college and higher education. Most admissions tutors encourage this and any students who make plans between now and receiving their A level results in August can always ask for their entries to a degree course to be deferred until 1988.

Those students taking "linear" subjects such as mathematics and some science courses would, however, be well advised not to interrupt their studies since the return to academic work can often prove difficult.

For those seeking a change of scene, though, there are a number of opportunities at home and abroad which include openings for qualified people as well as for post-A level students. Full details of some schemes with a religious link can be obtained from the Vocational Adviser, ACCM, Church House, Dean's Yard, London SW1P 4BT.

Some overseas opportunities include:

International Voluntary Service (Cereśole House, 53 Regent Road, Leicester LE1 6YL): work camps in East and West Europe, and a small work camp exchange scheme with Third World countries.

BMMF International (UK) (186 Kennington Park Road, London SE11 4BT): three-month programme for young committed Christians.

Crosstalk Ministries (Details from the Rev David Townsend, 48 Sunningdale Avenue, Barking, Essex IG11 7QF): evangelical Anglican work in Canada.

Missions to Seamen (St Michael Paternoster Royal, College Hill, London EC4R 2RL). One-year postings at home or overseas with the Anglican Church's specialist ministry to seafarers.

Project Trust (Breacachadh Castle, Isle of Coll, Scotland PA78 6TB): project is a non-sectarian educational trust enabling young people to experience living and working overseas. Most volunteers go to Africa, Central America, the Middle and Far East and India.

The Wynant Clayton Volunteer Scheme (Dss Kate Ricketts, All Hallows by the Tower, Byward Street, London EC3): a programme for the exchange of volunteers between USA and UK for community service.

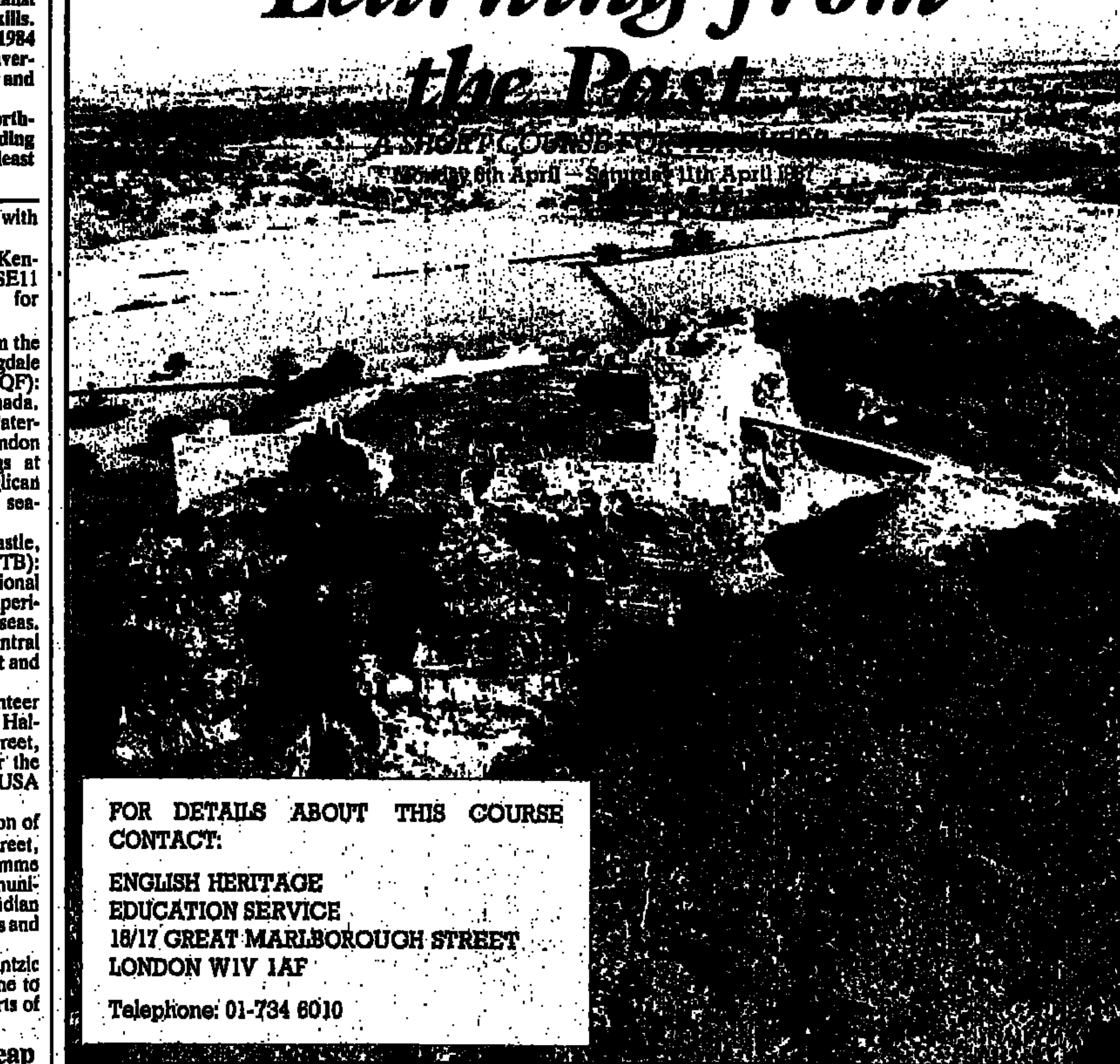
United Society for the Propagation of the Gospel (USPG) (15 Tufton Street, London SW1P 3QQ): a programme for committed Christians in communities abroad; for example, the Indian sub-continent, Africa, West Indies and South-East Asia.

Operation Mobilization (142 Dantzic Street, Manchester M4 4DN): one to three-month missions in most parts of the world.

**Brian Heap**


English Heritage
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*Learning from the Past*



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# Hot on the wheels of the counter-revolution

SOVIET UNION

**Teenage rebellion is taking to the roads, reports Janet Price**

Never before have the editors of the Soviet youth newspaper *Komsomolskaya Pravda* received so many letters from titled readers.

Princes, khans, atamans, kings and counts have taken up their pens all over the country to describe life as the chosen and titled leaders of street gangs. As a student from the Georgian capital, Tbilisi, explains: "Everyone respects the authority of the gang's king. Everyone protects each other. The gang is a cult of force."

The emergence of these teenage gangs in the Soviet Union – gingerly termed "informal youth groups" by the authorities – is a touchy and controversial subject. Street gangs in the USSR are a form of teenage rebellion. In a socialist country of equality, gang members are divided into "aristocrats" and "plebeians" or even declare themselves to be "counter-revolutionaries" or fascists.

On Revolution Day, a school in one of Moscow's breakdance quarters held a disco which was violently disrupted when "heavy metal" fans from a neighbouring district descended on them wearing studded gauntlets and wielding chains. "They attacked the teachers as well as the kids," recalled one 15-year-old schoolgirl who witnessed the scene. She added that one of the most fearsome local gangs call themselves SS4.

The recent spate of articles in the Government-controlled press tends to condemn them as groups of immoral, drunken hooligans, but most gang members insist they are looking for comradeship rather than trouble.

"I'm not a Communist, I'm a hard rocker," explained Grisha, a 16-year-old Muscovite. "Instead of taking part in Komsomol (Young Communist League) activities as I'm expected to, I hang around with other rockers. We have our own laws, our own rules of conduct and our own leader. We're not like everyone else, but we're not delinquents."

Teenagers who band together because of shared interests – be it punk music, heavy-rock, football or breakdancing – are rarely violent, but territorial gangs of youngsters from the same street or block of flats are protective of their "kingdom" – and clashes occur if neighbouring gangs stray across the borders.

Every suburb in the Ukrainian town of Kharkov, for example, has its own gang of teenage boys, and formal permission must be requested by rival gangs wishing to pass through the different kingdoms. Last year, 95 mothers in the industrial town of Dzerzhinsk appealed to the public prosecutor to put a stop to "the uncontrollable outbreak of teenage crime in the streets of our Volga town". The national teaching newspaper *Uchitelskaya Gazyeta* reported the incident, adding that street fights in the town sometimes ended in fatalities.

Even teenage girls are rejecting the formal Komsomol "brigades" in favour of their own gangs. The national Komsomol newspaper claims that clashes between girls' gangs are common but are more likely to take place on a dance-floor than in an alleyway.

In an article headlined "Fighting girls", the correspondent explained that "girls tend to fight over the honour of their gang rather than over boys", adding that by treating women as equals "we have conjured up previously untapped energy like a genie out of a bottle – and don't know what to do with it".

Soviet ideologists blame this rebellious phenomenon on a "spiritual vacuum" among the nation's youth. One commentator accused teachers of failing to instil a sense of civic duty in their pupils. Lessons in how to become a political activist, how to read and write poetry or how to appreciate classical music and literature are conducted too listlessly, he claimed.

Pupils search for their identities in the street because they feel no sense of togetherness in class. As one suburban "queen" put it: "At school I am a nobody because I study poorly. But in the gang, I rule."

Many teenagers, however, are simply motivated by the desire to see justice done and tough vigilante groups are springing up all over the country. A group of teenagers in Dnyepropetrovsk, for example, illegally taught themselves karate (the teaching and practice of the martial arts is prohibited in the Soviet Union) to see off youths who were openly taking drugs in their courtyard and offering them to passing children. The militia knew nothing of the drug-taking nor the ensuing fight.

The new vigilantes are disenchanted with official law-enforcement agencies and the sluggishness of the local militia.

A Muscovite recently wrote to *Komsomolskaya Pravda* describing how he had joined a secret vigilante group in Moscow called "Law and Order" His first assignment had been to aid families whose relatives had been killed in Afghanistan. He was then trusted with infiltrating the shady world of illegal gambling at the Moscow racecourse and naming the chief ringleaders.



On their bikes: rural riders, young Russian style

"At least half of the races are fixed," concluded the youngster in a letter to *Komsomolskaya Pravda*. "The management itself is involved and the militia pretend that they see nothing."

Another highly-organized group in Novosibirsk boasts more than 35 members and a computer, and has declared a personal war against black marketeers and corrupt officials. It has computer files on 53 completed assignments, and 15 more cases are now being dealt with.

In one incident, group members destroyed the house of a corrupt official, "Citizen N", leaving a copy of a document proving his guilt at the scene of the crime to discourage him from calling in the militia.

In an experiment to find out how public-spirited Soviet youngsters really are, a film crew from a popular television serial boarded a country train and asked the driver to announce that assistance was required in the first carriage to deal with law breakers.

Within minutes, hordes of hefty, lantern-jawed young men were stampeding up the train to be confronted only with camera lights. "We always like to complain about the modern generation," commented a pensioner who was present. "But I suppose they're not so bad."


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July 6-10
July 20-24
October 5-9

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MANAGEMENT OF INDEPENDENT SCHOOLS
April 13-16
July 20-24

Image creation, finance including fund raising, management styles, communication, delegation, organisation, selection interviewing, staff appraisal, meeting management, microcomputers, motivation of staff and pupils, methods of monitoring management performance.

STAFF APPRAISAL
March 9-11
Nov. 30-Dec 2

Techniques, applications, role definition/job descriptions, appraisal interviewing, staff appraisal and staff development.

MANAGEMENT OF SCHOOL/ COMMUNITY RELATIONS
June 3-5

Generating and maintaining an effective school image, PTA liaison including fund raising, parents evenings and open days, school relations with the Police, Social Services, Local Press, future role of Governing Bodies, methods of monitoring School/ Community relations management performance.

SCHOOL DEVELOPMENT INCLUDING STAFF APPRAISAL
June 22-26

The School and its Community, curriculum development to meet catchment area needs, staff appraisal and staff development to meet Community/School/Staff needs.

THE MICROCOMPUTER AND CHANGE IN SCHOOL ADMINISTRATION AND CURRICULUM
July 1-3
November 18-20

Use of microcomputers in school administration, timetabling. Microcomputers and the school curriculum including aims, teaching methods and staff training. Monitoring the effectiveness of microcomputer use in schools.

SCHOOL TIMETABLE CONSTRUCTION FOR BEGINNERS
July 20-31

[illegible]-hour exercises covering the whole school timetable with optional lectures on the application of microcomputers in timetabling.

SCHOOL MANAGEMENT DEVELOPMENT
November 9-13

Setting and achieving school aims, democracy, consultation, unions, legal aspects, leadership, microcomputers, incentives/ punishments, staff appraisal, maintaining [illegible] and drive in staff and pupils, role of Governing Bodies.

SCHOOL TIMETABLE MANAGEMENT
November 16-19

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November 23-27

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(1828)




The Chinese minority is determined to hold on to its cultural identity

# Government defends 'racial bias' policies

MALAYSIA

The Malaysian Government appears determined to carry out new education policies which its Indian and Chinese communities have condemned as "racially biased".

The Government has been criticized for placing undue emphasis on Malay culture and history. But Mr Encik Anwar Ibrahim, the Education Minister, has reasserted that it will not entertain any policy changes which contradict "nationalist (Malay) aspirations".

The Malay emphasis on the new citizenship and history subjects, he said, was to ensure that young Malaysians "understand and appreciate the history of the Malay political struggle and not be ignorant about the history of Malay political dominance". The subjects reflected the nation's need for a patriotic and responsible breed of Malaysians.

Non-Malays make up 50 per cent of the population – 35 per cent are Chinese and 11 per cent Indian. But Mr Woon See Chin, deputy education minister, recently announced that the ministry would not support the setting up of more "national-type" (Chinese and Indian vernacular) schools.

He said they would hinder plans to establish the Malay language as the medium of instruction and added that many of these schools were short of pupils anyway.

Enrolment figures, however, show that the schools are becoming more popular, particularly among Chinese-Malaysians. Like the Indian-Malaysians they are determined to retain their cultural identity – of which their mother tongue is seen as of central importance.

Chinese and Indian leaders have accused the Government of trying to "eliminate the cultures of the non-Malays". While the Prime Minister has said the Government will not forcibly stop non-Malays setting up their own schools and learning their own languages – there is no curricular provision for the teaching of Chinese and Tamil in the Government's national schools – non-Malays insist that, in terms of funding and teacher supply, the vernacular schools are being starved out of existence.

The Malaysian Indian Congress maintains that, under the pretext of equalizing outcomes, the Government's "positive racial discrimination" policies have given rise to inadequate and unequal educational provision for the Indian community.

**Geoffrey Parkins**

# British pair sue over dismissals

GREECE

**The British Council has been sued by two English language teachers in Salonika for unfair dismissal after a dispute over pay and conditions.**

**Salaries in Greece are, by the council's own admission, "too low" but the Greek Government has imposed a wage freeze until December 1987 and devalued the drachma by 15 per cent.**

**The teachers, Mr Luke Prodromou and Mrs Julia Tanner, are leaders of the 26-member Salonika British Council Teachers' Union which tried to negotiate with the council for improved pay. A graduate teacher gets about £320 a month and there are no fringe benefits, Mrs Tanner says.**

**After industrial action by the union, the council won a court injuction last month barring further stoppages. It then dismissed Mr Prodromou and Mrs Tanner before Christmas. They have obtained a court hearing for February 6.**

**The council says it has tried to increase salaries in negotiations with the Ministries of Labour, Foreign Affairs and Education, but without success.**

**Mrs Tanner says one of the ways out of the impasse would be to re-negotiate contracts to make them London-based.**





# When a house can be as good as a home

UNITED STATES

**Bill Norris on the theory that children should be allowed to misread words provided they understand their meaning**

With functional illiteracy rates in America running as high as 20 per cent of the adult population, it is small wonder that controversy rages over the methods being used to teach children to read. No national curriculum has been set, systems vary even within a single school, and consensus exists on only one point: the end results are appalling. Not, of course, that the teaching profession admits to any fault in the matter.

The latest bone of contention is a method known as the "whole-language approach", which is also used in New Zealand. It involves immersing children in literature in the belief that they will acquire basic reading skills by developing an enthusiasm for and understanding of written language.

Teachers read aloud to children, have them dictate their own stories and practise reading them. They do not correct pupils who mispronounce a word or mistake one word for another, as long as they understand the meaning.

Critics call it the worst educational development since New Math. "We definitely believe it's a mistake," said Ms Marian Hinds, head of the Reading Reform Institute which supports the traditional phonics method.

Professor Jeanne Chall, who heads the remedial reading laboratory at Harvard University's graduate school of education, calls the whole-language movement "shocking". "I see the failures from it already," she said.

But the new method has strong advocates. The International Reading Association and the American Reading Council both support it. Ms Julia Palmer, president of the latter organization, defends whole-language against the most common criticism: its lack of emphasis on accuracy. It is acceptable, she says, if a young child reads the word house for home, or pony for horse.

"It's not very serious, because they understand the meaning. Accuracy is not the name of the game."

Ms Hinds disagrees. "We don't believe that's reading," she said. "That's guessing. It's our job to teach a skill. That skill is to decode the word accurately."

Both sides of the argument point to a peculiarity seen across the United States, in which seven-year-olds' standardized reading test scores are high, but then fall as pupils get older. Typically, each blames the other. Whole-language teachers say that intensive phonics instruction leads to a lack of comprehension in the upper grades. Phonics advocates claim the difficulties are caused because basic skills have been neglected.

The US Department of Education, which might be thought competent to offer guidance, did in fact produce a report last year entitled *Becoming a nation of readers*. It confused the issue further by supporting tenets which are part of both approaches.

"No matter what strategies are used to introduce them to reading," said the report, "the children who earn the best scores on reading comprehension tests are the ones who made the most progress in fast and accurate word identification in the first grade."

In America, they actually pay people to give advice like that.





*Mutual admiration: Japanese and US educators prefer each other's systems*

# Anything you can do we can't do better . . .

**The grass is always greener on the other side of the . . . Pacific. For the past two years the American and Japanese education systems have been studying each other. The results, released in both countries last week, show that each believes the other has found the right answer.**

**It was hardly surprising to find Mr William Bennett, the US Education Secretary, favouring a system in which students work longer hours, study a standard curriculum and achieve better academic results.**

**He told a press conference: "The Japanese have implemented the ideal of universal education and seem to have resolved the quandary over equality and excellence. In short, they successfully practise many of our own ideals."**

**The American report found that Japan's ability to motivate students, its stress on basic education as well as the arts, and the elevated status of teachers in that country, had led to the creation of a highly competitive, technological and literate society with little crime or violence.**

**But it seems that the Japanese themselves do not see their system in quite such a rosy light. Worried by their failure to encourage creativity and the pressures created by rigorous examinations, they have looked at US methods and found them good.**

**"Most Japanese educators think American education would be better than Japanese," said Akinori Shimotori, education attaché at the Japanese Embassy in Washington. "American kids can enjoy their lives at school."**

**Both countries now have educational reform high on their domestic agendas, though it seems they are headed in the opposite direction. The Japanese have apparently taken little warning from America's study of its own schools that talked of "a rising tide of mediocrity", nor have Americans heeded a similar Japanese investigation that speaks of a "state of desolation" in the schools of Japan. In both cases, distance appears to have lent enchantment to the view.**

# Something in the hair

In a novel attempt to discover the cause of learning disabilities, hair from the heads of 100 schoolchildren in Virginia is to be put through a nuclear reactor during the next few weeks. The test will seek to identify trace elements like manganese and aluminium that the youngsters have consumed, and to see whether there is a link between particular elements and learning problems.

The hair, which has been collected over the past four months by Professor Lee Banton of Longwood College, comes from 50 normal pupils and 50 with disabilities ranging from autism to hyperactivity.

It will be bombarded with neutrons in the reactor at the University of Virginia, and then examined with a radiation detector to identify the trace elements. The procedure can locate more than 40 natural substances, including calcium, potassium, cadmium, copper, magnesium, chromium, vanadium, sodium, cobalt, iron and zinc.

# Post-waste

There is much embarrassment at the US Education Department over its free booklet *Schools Without Drugs*. Officials who boasted that more than a million copies had been distributed have now found that many were mailed to people who never asked for them.

The department had hired a commercial firm to operate a toll-free telephone number and take the orders, but when the firm's employees found that public response was less than overwhelming, they began to get worried. Fearing that their jobs might be at stake they invented thousands of fictitious orders for the booklet.

The department, which had paid the company $366,497 (£244,331) is not saying exactly how many of the booklets were never requested. Henceforth, said an official, the toll-free number would be manned by civil servants.

# Parents angry as school asks for bedtime tales

Parent-teacher relations at the elementary school in Pardeeville, Wisconsin, are a little strained these days. The teachers cannot understand it. All they did was to ask their pupils a few questions: simple questions about venereal disease, or whether their single parent was sleeping with anyone right now. Nothing special.

It was all designed to help children with drug or alcohol problems (these were 6 to 11-year-olds), or who might have a parent or friend with such problems. It was known as the Student Assistance Programme, and it was voluntary.

Unfortunately, one of the Pardeeville parents turned out to be a lawyer. Lawyers tend to be sensitive about that sort of thing, and Mr Douglas Kammer was no exception.

"I'm incensed about it," he told reporters. "The thought that anyone would pry into parents' lives through their small children is outrageous. Trying to find out who's sleeping with a single parent in the house has nothing to do with alcohol or drug abuse."

Mr Kammer complained to the American Civil Liberties Union, which is considering legal action. "There's no doubt that some of the questions intrude on family privacy," said an ACLU spokeswoman. "They might very well be in violation of Federal laws that protect pupil and parent privacy."

Mr Terry Pease, the school principal, claims it is "foolish" to call the questionnaire an attempt to spy on parents. "I suppose some of those questions do sound awfully out of context with the purpose of the programme," he admitted, "but there are many different things closely associated with alcohol and drugs".

Mr Pease explained that after answering the 26 questions, children were placed by a volunteer teacher in one of three support groups.

But Mr Kammer does not care for that idea either. Especially since, he claims, the children are sworn to secrecy about their "support groups".

The programme has now been suspended in Pardeeville. Mr Pease hopes it will be reinstated. "God knows we don't want to get into people's living-rooms," he said. Bedrooms seem to be a different matter.

# Black pupils agree to end boycotts

SOUTH AFRICA

Hundreds of thousands of black South African pupils last week heeded appeals by community, educational, political and church organizations to return to school at the start of the new academic year.

Parents and educationists welcomed the turnout, and hope it will help break the boycott pattern which has affected black classes over the past few years.

The secretary-general of the African Teachers' Association of South Africa, Mr Hamilton Dlamlenze, said he was "very encouraged" by the start to 1987. But he added that attendances at secondary schools were not as good as at primaries, and urged secondary pupils to return quickly. He also asked teachers to start instructing pupils as soon as possible.



Uncertain start to the new term

Although classes resumed on a positive note, the good turnout at schools does not necessarily bode well for education this year. Many pupils have stressed their return does not mean they are satisfied with the current situation.

There is still much discontent about the detention of pupils and almost the entire executive of the National Education Crisis Committee, which represents teachers, parents and pupils. The presence of the security forces in the townships is also a continuing source of dissatisfaction.

Less than two weeks before schools opened, the Government introduced tough new emergency regulations to control the movement and action of pupils, another potential cause of conflict.

**Susan Pleming**

# Drugs ease the pain of failure

**African countries' ultra-competitive "Western-style" education systems may be one of the principal reasons why young people turn to drugs and alcohol, according to a leading drug abuse expert.**

**The continent's education systems promise everything to those who succeed while making no allowances for those who do not. As a result, the rejects often turn to drugs and alcohol out of frustration, said Dr Suleman Rajah, the Mauritian Government's adviser on drug abuse.**

**Dr Rajah was speaking at a seminar in Harare for East and Southern African medical professionals. He said that, during exams, African parents often become as distressed as the pupils through worrying about the loss of their investment in school fees should their children fail.**

**Mike Williams**


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# School funding lottery offers no prize to comprehensives

Sir – "Life is a lottery and to be an Englishman means one has already won the lottery of life" (Cecil Rhodes).

I was immeasurably depressed to hear the talks given by Sir Raymond Lygo and Kenneth Baker at the conference organized by the Industrial Society on December 16 (*TES*, December 26).

I went, at great cost (£112 for two plus travel), hoping to hear a vision of the future and to receive recognition, on behalf of local industrialists and professional colleagues, for their hard work during Industry Year. We were treated to a harangue about the disappearance of grammar schools and technical colleges and its redress by building 20 CTCs.

To paraphrase Cecil Rhodes: "Education is a lottery and to attend a TVEI school or a CTC means one has already won the lottery of education."

As a parent, head of a mixed comprehensive school and secretary of a local industry association, I am desperately concerned that we should improve opportunities for all our children – particularly in vocational and industry-related subjects – not just for the "select" few.

I have always believed that the best way schools can help arrest our industrial decline is to provide a well-trained and well-educated work force. Apparently I was mistaken. This country only needs first-class honours graduates – the rest can be Orwellian proles. No wonder they can cut university places!

In spite of a slow but steady improvement of standards (and examination results are but one measure of this) there was, apart from that superb speech by Ursula Russell which neither Messrs Lygo or Baker heard, little encouragement for those of us who are dealing with the majority of our young people.

Can we not start from the premise that comprehensive schools exist, that they try to achieve the best from and for all their pupils, that they will do even better if TVEI-scale resources are pump-primed in each school?

Selectivity, division and polarization do enormous damage to our society and look set to continue. It was a bleak vision and one for which I shall have difficulty in motivating myself (and my colleagues) in 1987. Industry Matters '87 – you must be joking!

PMK WALKER
Headteacher
Eden Valley School
Four Elms Road
Edenbridge
Kent

## Heads' aches

Sir – I found it surprising that Allan Edlund (*TES*, January 2) wants to take issue with me about pay. My article was not a plea for higher headteacher salaries. It did not mention money at all but gave some impressions of the variety and complexity of life shared by all teachers in schools today.

What was puzzling was that Mr Edlund and David George (headteachers?) believe schools would be well led by managers who were not teachers.

Leaving aside questions of my own competence, where I must accept the judgement of others, I would have thought that a school "boss" must have a better chance of success if he has experience as a teacher.

The events of the day I described presented only a few of the problems that arise but each one was a case where a non-teacher manager would be at some disadvantage – reviewing the conduct of a school visit abroad, appreciating the different actions of different teacher unions, integrating disturbed children from other schools and placing immigrant pupils, planning a parents' evening on GCSE, receiving a litigious father, and recognizing the worth of ancillary staff in the educational process.

Some social change has taken place since I became a head 16 years ago. I value the contact with children that comes from teaching – about one-third of a "classroom" teacher's load – and meeting some 200 pupils every morning. I have no doubt that an efficient, managing, head could do without that.

DON PROUD
Brentwood
Manchester Road
Nelson
Lancashire




## Chalk-faced

Sir – Your correspondent David George (*TES*, January 2) contests the notion of calling non-teaching heads of schools "teachers" or "headteachers".

The point is that, because teaching is the most important paid activity which takes place in schools (more so than cleaning, maintenance, administration and other ancillary tasks), it is essential that the head, even if currently not teaching, must have taught.

Whether he should still be called a teacher or not is a moot point, but he must have risen through the ranks.

To say, as Mr George does, that "managers are managers and teachers are teachers" is to risk the imposition on schools of heads who have been trained in management but who have never stood at the chalk-face.

## Centralist evils

Sir – I found Richard Jameson's review (*TES*, January 2) of his 32 years at the DES interesting but depressing – depressing not for the future of education officers or l.e.a.s but for the constitutional principle underlying that old-fashioned concept of partnership between central and local government.

While at the Association of County Councils, I shared Richard's last seven years at the Department, during which attempts to resist centralist politicians and officials failed.

For instance, I recall the many times when the local authority associations told ministers and civil servants of the serious flaws in block grant, grant-related expenditures, capital expenditure controls, and so on. We were right, so says the Audit Commission and parts of government.

Richard Jameson recalls the faces of the associations' representatives when Sir Keith Joseph and David Young told them of the TVEI. The curriculum initiative was admirable, indeed overdue; it was the means and the manner that were so offensive.

To expand on Richard's anecdote, I recall the briefing given to the associations' officers earlier that day, when I experienced a sense of guilt and shame on the part of his seniors. We were pleased with that if nothing else in the way the TVEI was launched.

The case against centralism is the case against the concentration of power.

The purpose of partnership is to spread power and responsibility, whether political or official, in order that extreme policies cannot be applied throughout the country. Is any other justification needed?

PETER COLES
Deputy education officer
Kent County Council

## Brent's rationale

Sir – I find your Comment on Brent (*TES*, December 26) breathtaking in its naïveté. You seem to imply that if a school were to contain only black pupils and/or only black staff, it would be a ghetto school. In itself that is not the case, but in any event a reputable paper should not be using that kind of phraseology.

Balance has always been used as the excise for the non-appointment of black teachers. Legally and educationally, governors and authorities should only concern themselves with the teaching ability of applicants.

I doubt whether Mr Baker's intervention has pleased any black teachers. I also suspect that the whole teaching force will come to regret the position Mr Baker is putting himself in.

Some actions of Brent Council may be questionable, but its desire to arrive at the truth in this issue (for the sake of all their employees, teaching and non-teaching), is not one of them. It is in nobody's interests for an authority to ignore an allegation that a person's appointability rested on something other than their ability to do the job.

MARTUCK
Divisional education officer
Welwyn Garden City, Herts

## Leeds united

Sir – I refer to your article "Leeds poised for tertiary scheme" (*TES*, December 12). The facts are as follows:

1 While there have been many meetings organized by the locally infamous Tertiary Unit, consultations have been farcical. Throughout this process parents, governors, trades unions and professional associations have been told that consultations were only about "How to introduce tertiary and not whether or not we were going to have tertiary". The latter had already been decreed.

Consequently, and not surprisingly, the latest proposals from the Labour politicians and their inner circle of hand-picked advisers have not made a single concession on the principles involved; only cosmetic changes in detail have been taken on board.

2 Only one alternative, namely these tertiary proposals, has been put forward to the people of Leeds. The other options considered only warrant the briefest of mentions with no costings, no educational reasonings and no advantages/disadvantages given.

3 One of the greatest disappointments in the original consultation was the total lack of any educational philosophy – no standards, curriculum, objectives, aims or even hopes were expressed for the 5–11s and 11–16s.

4 Your reference to only "the more affluent areas of Garforth and Wetherby" being against these proposals is not only wholly misleading, but another sign of inadequate briefing.

Here, in north-east Leeds, at every public meeting the opinions expressed were clear and near unanimous:

☐ we want to keep our successful sixth forms;

☐ we want to retain the middle schools; and

☐ we do *not* want a huge tertiary centre controlled centrally by politicians.

Councillor PETER J GRUEN
Chairman of the governors
Middlethorne middle school and
Fir Tree middle school
Leeds

**Letters should be as brief as possible and typed on one side of the page only. The Editor reserves the right to amend or cut letters where necessary.**





## Aides-mémoire

Sir – We found Victoria Neumark's highly critical review of the BBC School Radio *Make Up Your Mind* programme on Aids both unhelpful and in places extremely inaccurate.

It did not appear to take into account that the programme is meant to be used by teachers in the classroom with teenage students (15 to 19). Consequently, it needs to be encouraging enough in tone to find and keep an audience that in some cases might consider the topic distressing and even embarrassing.

When it originally went out last June – probably the first student programme of its kind to be broadcast, and of necessity, extremely explicit in its definitions of "safe sex", – it was widely praised by teachers, doctors and educationists as a useful and precise contribution to classroom counselling. Indeed, we have recently been approached by a major health authority to make the programme available for use by its nursing staff, so at least they don't feel that it has dated.

Ms Neumark misquotes the programme and then proceeds to draw wrong conclusions from her misquotations. First of all, she claims that a doctor on the programme said that Aids is less serious than Hepatitis B. In fact, Tony Whitehead, the chairman of the Terence Higgins Trust – not a doctor – made the point that "people who are in contact (social not sexual) with people with the virus, or with Aids, are not putting themselves at any particular risk, far less risk than they would with diseases like hepatitis". This is a totally different point to that understood by Ms Neumark.

Second, she goes on to say that "safe sex is for more important for preventing it (Aids) than screening". Safe sex, in the absence of a cure, is undoubtedly overwhelmingly important in preventing the spread of Aids, and was discussed in great detail; however, Ms Neumark's comments that "the school children, in common with many MPs, preferred to discuss the more refined topic of screening" is misleading. The issue of screening was raised by a student in response to a comment by Mr Whitehead. Should we have censored it? This was the only direct question on screening.

It could be argued – as did one student – that teenage sexual abstinence is the safest protection against Aids. But it would have been foolish to ignore the reality of some present-day teenage behaviour. We therefore very specifically discussed anal and oral intercourse as examples of unsafe sex, and stressed, we believe, the enormous dangers that existed, but in as positive a way as possible.

Ms Neumark quotes an American figure of 90 per cent mortality rate among those infected with the Aids virus. Apart from this being only one among several widely varying estimates, it seemed proper not to deprive present-day Aids victims of hope without minimizing the seriousness of the illness.

But if changes in sexual attitudes are the main positive need, it is not true that "there is as yet absolutely no good news". On the programme, Dr Adam Lawrence was guardedly optimistic about the effect of health education on the spread of Aids. He said, "There are already signs that we are having some effect in that incidence of rectal gonorrhoea in males has fallen quite dramatically in the past six months."

Finally, Ms Neumark started her review by quoting from the Teachers' Notes for the whole series, and then commenting: "Make Up Your Mind appears dedicated to reassuring all young folk that scientists have it under control." Nothing could be further from the truth. The series as a whole deals with scientific controversies but this particular programme on Aids was in some ways an exception, in that there was little scientific disagreement although certain factual issues remain unresolved.

The whole message of the programme was that scientists as yet are nowhere near controlling the Aids epidemic and that it is only through changes in our social and sexual attitudes and behaviour that we can contain it. What was said was valid six months ago; it seems to us equally important and relevant now.

GRAHAM TAYAR
Executive Producer
LAMBROS ATTESHLIS, Producer
*Make Up Your Mind – Aids*
BBC School Broadcasting Radio
1 Portland Place
London W1

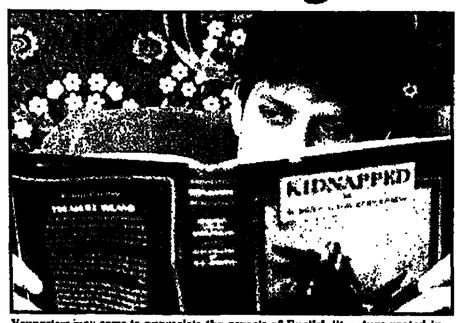
# Classics hone the edge on reading

Sir – After reading C M Sewell's attack (*TES*, December 12) on Dr Robert Burchfield's article about the decline of English grammar teaching (*TES*, November 28), I went back to Burchfield, and found that my interpretation of his article was very different from Mr Sewell's.

Mr Sewell accuses Burchfield of arguing for the return of English grammar. Burchfield, however, though "sad" at grammar's decline, is more objective than that. As a renowned specialist he affirms that grammar teaching has virtually disappeared, but *does not* make a case for its reinstatement. He agrees with Mr Baker that there should be "benchmarks for progress in English literature", for example, a list of books and authors; but he fully recognizes the difference between the motivated minority and the majority of pupils.

Obviously, as Mr Sewell points out, the term "grammar" may be used to mean different things: abstruse rules about such things as adverbial clauses, which were perhaps taught in the past to pupils of inappropriate age and ability; and the rules the pupils need to correct their mistakes.

I have now looked up my fourth-year English language notebook (the last time I studied formal grammar), and found that in the autumn of 1962 we covered: the meaning of prefixes and suffixes, kinds of phrases; the apostrophe and semi-colon; rules for reported speech; and after that (not even going on to clauses!) we concentrated on language use. I can still recall those interesting and amusing lessons on figures of speech, mixed metaphor, and the difference between similar words like *obese* and *corpulent*. All this was taught by a young teacher with an imperfect grasp of discipline who wouldn't have lasted long in a modern comprehensive (that's education's loss, Mrs Shorrocks).



Youngsters may come to appreciate the aspects of English literature rooted in classical mythology.

Mr Sewell argues that he teaches "grammar" just as well by linking it to the pupils' own writing. There is, of course, nothing wrong with that as part of the course, but two things worry me. One, that if a particular point doesn't arise, it won't be taught; and the other, that pupils like myself and my peers, who would find it useful to learn the technical terms and easier to improve their writing thereby, should be denied such knowledge.

I fear that he is making a virtue of necessity: if in the mixed-ability class three-quarters of the pupils won't understand the explanation, the quarter who would understand it and put it to good use, whether as scientists, historians or language specialists, lose out.

There is again nothing to dispute in Mr Sewell's description of the work of his department and his plea for more money, but his arguments against formal grammar teaching turn positively sinister when he asserts: "In most schools today, we no longer teach classical studies, Latin or Greek. Education has evolved and developed to provide pupils with a wide range of interests and skills which will enable them to meet the demands of their lives."

The second sentence is a *non sequitur*, and I suspect Mr Sewell would do anything to prevent his pupils knowing what that is!

Can he not conceive of classics teaching undergoing the same transformation as he boasts English has done? With more emphasis on enjoyable literature, in translation too, on classical civilization, and on language awareness in order to help to understand the etymology and spelling of English?

Mr Sewell seems to think that the only purpose of teaching the classics is to inculcate artificial rules of grammar. I cannot understand why a head of English who is so keen that his pupils should enjoy reading should scorn the discipline by which youngsters may come to appreciate the aspects of English literature rooted in classical mythology, and to read in the original or in translation, two great literatures.

It is a tragedy that so few headteachers and education authorities are prepared to give the "new" Classical Studies a chance, perhaps by appointing peripatetic teachers if schools cannot provide a full timetable. And at a time when there is much talk about the mother-tongue needs of ethnic minorities, Latin would be a useful subject against which to timetable these mother tongue lessons, so that ethnic minority pupils do not miss chemistry, for example.

JESSICA YATES
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London N15




## Critical eye

Sir – "Following the Suffolk Signpost" (leader, *TES*, December 5) raises several important issues about teacher appraisal and the tasks facing the six local education authorities involved in the pilot programme. Two issues are particularly important: the problem of making appraisal work in schools where management is "less effective", and the training that will be needed for appraisers and, presumably, appraisees.

Experience from industry and education indicates that appraisal is most likely to be successful when it takes place as part of a much wider management strategy. In addition, it must be part of a continuing and continual management process of guidance, support and review. If not, the consequences can be disastrous with the appraisal being an anachronistic "one-off" where a whole year's unspoken thoughts suddenly emerge.

Although an annual appraisal is a special feature of this management process in that it can provide an opportunity to "take stock" in a way that is impossible day-to-day, in terms of the skills used it is not special. Those skills needed for good management subsume those needed for good appraisal. This has implications for appraisal training.

First, training which focuses simply on the skills needed for the appraisal process will not result in effective appraisal. The training must take place in a much wider setting of management education and training.

Second, given the spectrum of management effectiveness, to which you correctly refer, this training must take into account the range of management skills that the soon-to-be-appraisers will bring to the training for this new process. As such the training will certainly be complex and will not be quick or cheap.

Although I remain convinced of the value of appraisal – certainly of the professional review kind – it could well be that the right sort of training for appraisal will bring far greater benefits to schools than the appraisal process it is designed to support.

Dr C R JAMES
School of Education
University of Bath

## Open house

Sir – Your report on recent criticisms of open learning, "Bungling charge levelled at open learning" (*TES*, December 26), might lead a reader to assume that open learning, which is a broad term, is synonymous with distance learning, which is a narrow one. Such a reader might then be unaware of some highly successful developments in open access learning.

One example may suffice. The Practical Training Facility programme of the Open Tech Unit has established a dozen centres, one of which is located at this college, to which clients can and do come singly or in groups, at any time of the day between 7am and 10pm, at any time of the year bar Christmas and Easter, to undertake a learning activity where duration and level is a matter for the client's choice, and where learning can be self-directed or tutored.

Our Practical Training Facility is now generating very significant income from its range of computer-based learning opportunities, and drawing from an ever-widening catchment area.




If that is not open learning the words have a meaning which has escaped me. If it is not appropriate, why do so many wish to use, and pay for, its services?

GM AUSTIN
Principal
Accrington and
Rossendale College
Sandy Lane
Accrington
Lancashire

## Steps to science

Sir – E W Jenkins' article on the purported philosophical flaws in the teaching of the processes of science (Extra, *TES*, January 2) initially had me worried until I read it through to the end. Worried, because I am even now attempting to introduce into engineering courses those processes considered necessary for one to be an engineer, as distinct from the knowledge engineers are supposed to require.

Jenkins failed, to my mind, to demonstrate or prove what he asserts (maybe because, though philosophy and psychology was invoked, it was really only a polemical argument). These assertions seem to pose alternatives that do not necessarily exist as mutually exclusive – that one either learns by discovery or one learns a body of knowledge.

In my experience, one can do both; and, perhaps where Jenkins would be at one with me, also thereby ensuring that the learners are aware of the wonder and creativity of scientific endeavour.

What is certain is that too many (virtually all) learners thought that science was just a bag of boringly learnt and boringly remembered "facts" and "theories" (doubly dangerous, as it possibly put off those who would utilize science and it's ways; and likewise attracted those who enjoyed this travesty of science).

What the process approach ensures more than that of didactic teaching is that pupils will engage in activities about science (rather than just passively hearing about it); and will learn the very knowledge that Jenkins equally desires in a context more likely to enhance the learning (because it invokes a greater range of memory processes).

In short, it is not knowledge or processes, but both – plus creativity, involvement, wider learning opportunities. Learning by this method enhances knowledge, and does not detract from, or replace, it.

More people need to be aware of the processes of science, engineering, commerce, and art than do at present – then they are more likely to both understand each facet of human experience and also to engage in them more.

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TALKBACK

## INDEPENDENT SCHOOLS

# Onward Christian scholars

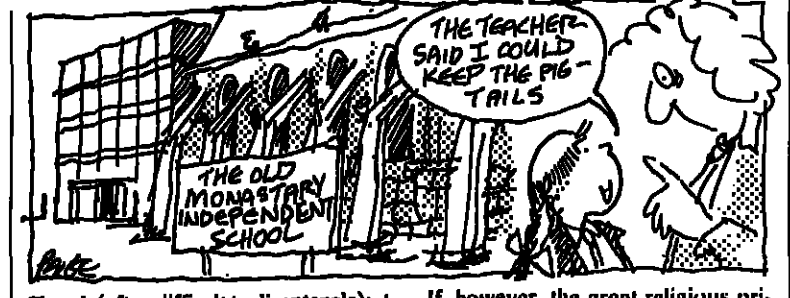
John Caperon

Tim Brighouse's article (*TES*, December 26) on the private schools highlights the "real but insoluble problem of independent education". Real, because the well-off can buy advantages for their youngsters which most parents cannot afford, and insoluble because no major political party could conceivably stand for abolition and expect to be elected.

We seem forced towards a view of private education which sees it as a regrettable fact of life, like sin. The question is, might there be a scheme of salvation? It could, not inappropriately, be the private schools in the Anglican tradition which point us in the right direction.

Many of the most prestigious of our private schools are proud of their religious foundation. Eton, Winchester, Wesminster, King's School Canterbury: in their very different ways, all these schools inherit hundreds of years of association with the faith of the Church. Godliness and good learning may not be at the top of the list for all prospective parents, but religion may still be a residual force in the lives of the schools. Youngsters may still attend Chapel; chaplains will still be on hand for counsel. Yet – ironically – it is these charitably-founded schools which confer the greatest degree of material advantage on their pupils.

Take a second group of private schools – those which were founded, or became prominent, in the 19th century as academies and moral forcing-houses for the sons of the middle classes. In these mainly less prestigious schools, an original ethic of service survived well into this century. Decency, moral effort, the service of Empire and




Church (often difficult to disentangle): these were the values which until recent times were embodied in the style of these schools. Now, of course, wise-spending parents want – and get – something more tangible by way of value for money.

The point is that somewhere along the line the original intention of both these kinds of institution has been lost. Alike, they both now serve not the common good but the interests of a privileged few. They do this too, with the visible support and encouragement of the many bishops, deans and archdeacons who sit on or preside over governing bodies.

If, however, the great religious private schools and their 19th century successors decide to reform themselves in line with their original foundation ideals, nothing could stop a revolution in the outlook of the private sector as a whole.

Consider this. Each school – the exercise is familiar to those in the maintained sector – would review its aims, and in particular seek to discover how the Christian and charitable intentions of founders might best be honoured. In some schools, the unearthing might prove painful, but courageous and radical leadership – not least from all those senior Church figures – would ensure a refocusing of the institution on its Christian ideals of truth, goodness and justice. A programme of learning – academic, moral and social – would be derived from these foundation principles.

Following reform of its ethos and curriculum, each school would [illegible] to its own composition. Granted that the schools might continue to offer social benefits, it would clearly be inappropriate for entrance to be on grounds of financial advantage. Consequently, schools would determine to receive a genuinely comprehensive intake. Social or financial disadvantage would be strong recommendations for acceptance of an applicant, but the rich or advantaged would not be debarred: each school would simply mirror the composition of society.

The transformation of the private schools could so easily be pioneered by those who took their Christian origins seriously. There *is*, in other words, a fairly simple scheme of salvation. But like all such schemes, it seems to depend on a change of heart.

*The Reverend John Caperon is deputy head of St Aidan's Church of England High School, Harrogate.*

## IS THE BBC BIASED?

# Failing the teachers

Michael Ross

Two recent BBC programmes, one on radio and the other on television, had their facts quite wrong in a way quite inconsistent with recent allegations of bias.

To set the scene, we need to go back to the Audit Commission report. John Banham, then the Commission's chief executive, said that 40 per cent of 16-year-olds were leaving school with no qualifications. (*TES* June 27). This figure was wildly inaccurate – the true figure for England was 9.5 per cent in 1983–84 (a large proportion of whom are Easter leavers).

On a *Panorama* programme "Who's Failing the Failures?", the same figure was used, though this time slightly qualified. The bottom 40 per cent, the programme claimed in a sensational opening, leave school with "few if any qualifications".

Now the figures from the Department of Education and Science show a steady improvement in results at every level – A, O and CSE. Most dramatic of all has been the change in results for this very bottom 40 per cent the programme claimed were being "failed". By no stretch of the imagination could this remarkable achievement be called a failure.

One source of error was clearly revealed in a reply from John Clare, then the BBC's Education Correspondent (July 7) and the narrator of the *Panorama* programme. The figures he quoted for *all* comprehensive schools were in fact *11–16* schools only, thus completely distorting the genuine achievements which the full figures reveal.

But the mistake was repeated in an even more glaring form in BBC Radio 4's *Analysis* (December 3). Having found few supporters for the city technology colleges, the programme ended: "It is hard to disagree with one leading industrialist, Sir Peter Parker, who said recently that we must see the educational crisis in terms of a national emergency – remembering that the record shows that four out of every 10 of our children leave school not just inadequately prepared for later life, but without any kind of qualification whatsoever."

Leaving aside how the programme could possibly judge – and condemn – the schools on "preparing for later life", the published "record" from the DES shows no such thing.

All this would only be a minor nuisance if it were not that decisions may be taken, and certainly public opinion formed, on the basis of fabricated statistics. If it were really true that 40 per cent leave school "without any kind of qualification whatsoever" it would be sufficient evidence that something was drastically wrong. But it is not. The BBC surely has a responsibility to correct this blatant error in a very public way.

So is the BBC biased? Of course, one repeated error does not constitute bias. We can charitably assume these are misinterpreted statistics rather than invented ones – or perhaps once a statistic, however wrong, is quoted it gains a currency through the failure of the researcher, producer or presenter to carry out the most basic checking. Nevertheless, the mistake, and its repetition, clearly favour the Conservatives in arguing that CTCs, assisted places and the like are necessary.

Broadcasting the true facts, unfashionable as they may be, could only result in praise for the teachers and recognition of the tremendous efforts involved in achieving the remarkable success story which the full figures reveal – and money being allocated to the state sector rather than diverted into assisted places and CTCs.

The question should not be "Who's failing the failures?", but "Who's failing the teachers?"

*Michael Ross is head of English at Rumney High School, Cardiff.*

## ARTS AND THE TVEI

# Travelling hopefully

Barry Upton

The idea to hold an integrated arts workshop for teachers and students first formed in my mind two years ago. It would serve as both in-service for staff and a course for students.

Certainly it seemed a natural development of the TVEI creative arts work in Cheshire, in which there have been three main thrusts: a new Mode 3 GCSE creative arts course which stresses integration; an artists-in-residence scheme which brings professionals into the learning environment; and a close network of teachers and students involved with arts work in South Cheshire.

The weekend was a means to realize all of these as well as to provide further residential opportunities. Originally called "Poems, posters and plays", the course would focus on workshop sessions run by three artists: Carol Ann Duffy, poet; John Angus, printer; and Tony Craze, playwright. I suppose it is always a step in the dark to bring people in to inspire and stimulate others, but such a risk must always be taken. These professionals would work with groups of students and staff for a two-hour session each; at the end of these sessions, participants could select how they wished to present their work.

We offered places to all the schools and the tertiary college. It was open to all students between 14 and 18 – not just TVEI cohort groups – and extra funding was made available by North West Arts and the local authority English Advisor, Mike Jones, and I together drew up a working model for the programme.

Cheshire is blessed with possession of the Menai Centre, once a naval training centre, which has hosted courses for students and teachers for many years, and has gained a remarkable reputation for arts work. The centre stands alongside the Menai Straits within the grounds of the Marquis of Anglesey's Plas Newydd, just over the Britannia Bridge from Bangor.

Central to our thinking was the inclusion of creative writing. Other schemes, especially those bearing the TVEI banner, seemed to have paid too little regard to its value as part of the range of creative experiences that could be offered. To underline the theme of "journeying" we decided to open the course not, as usual, when we arrived at the centre, but in one of the schools, for this would give us the opportunity to use the journey itself as a stimulus for the course.

One hundred students came together, and 35 staff accompanied them. When we did arrive at the centre on Friday evening, it was as though ghosts of all previous courses held there were waiting to infect us with creative desire.

Clutching their response-sheets – outline maps, hills or buses to be filled in with visual and verbal ideas of the journey – the participants began to refine their work and a preliminary exhibition evolved, stimulated by Linda Harper, art and design teacher in Neston. The high-quality responses that emerged were to prove the precursors of the continuous outpourings of creativity.

On Saturday morning began the carousel. Carol-Ann, John and Tony set about their pump-priming. What flowed from these sessions was a remarkable day-and-a-half of integrated work. Young people and adults moulded and shaped their thoughts together; visual images, creative writing, and intense character improvisation developed separately, were brought together like ingredients for a giant pot-pourri, to be enriched as they blended.

Electronic music, photography and computer graphics were also utilized as we prepared for our "sharing" session on Sunday morning. Despite the rival attraction of a Menai disco, many of us worked through the evening to complete a 15-hour day.

And so Sunday dawned. Eyes were hooded, movement had slowed, but the flow continued unabated as the sense of impending climax grew. Performances, exhibitions and readings were prepared, tables pushed back, chairs laid out.

Those nervous, anxious youngsters grew in stature as they presented their pieces. Music, readings, and dramatic presentations tumbled forth to be greeted by rapturous applause; the exhibition which enveloped them would have graced many a gallery or poetry collection. Some memories stay with me. Craig, in the hurly-burly of the first meetings, had stood lonely and afraid in a corner, neither talking nor moving, but watching; nervous-eyed behind spectacles. But two long days later, that same Craig sustained his improvization throughout a lengthy performance displaying self-assurance.

Michelle performed her poem with two teachers and with such confidence, that "adult" and "child" seemed inappropriate labels. Tertiary college students worked tolerantly and patiently alongside excitable, still-immature fourth years and art and English teachers enjoyed the thrill of their own creativity again.

*Barry Upton was an advisory teacher at Cheshire TVEI Centre but has just become a deputy head in Retford, Nottinghamshire.*


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## VALUES

# What do schools stand for?

Roger Harris

We may look back on the 1980s as the age of the curriculum. The educational press is constantly referring to major curricular reforms: should the decisions be taken nationally or locally? Should the emphasis be on personal and social development or on academic studies? Should the focus be on vocational preparation or whole-person issues? Should the approach be subject-based, cross-curricular or integrated?

In schools, developments are rarely as fundamental as this. Initiatives tend to be tacked on to existing structures which lie embedded in the heavy machinery of established procedures. Computing crept in, where and when resources were available, largely as an additional experience – as computer studies or as part of a new subject, information techology, in the secondary schools and as the vehicle for a new learning experience such as Logo in the primary schools.

Rarely is the impact so fundamental and far-reaching that the microcomputer becomes a tool of learning, a mediating device through which learning can take place.

Currently, many schools will be contemplating the introduction of teaching relating to Aids. Might it rest comfortably alongside drug education, within the ambit of the newly-developed health education course? Is is the province of the biologist, the RE teacher or the form tutor?

Many schools, some enthusiastically encouraged by their education authorities, are engaged in a process of curriculum reform and development. Fundamental aims are defined and the established curriculum is related to these. The aims must be broad enough to take on board the recent national initiatives and robust enough to demand continuing support as the power-base for their ratification shifts uneasily from national to local to neighbourhood influences.

These curricular aims may well be found to generate new educational philosophies within many schools. This process is dangerous and such reviews may be in grave danger of putting a heavy educational cart before its horse. Negotiated and agreed philosophical positions should precede and therefore determine curricular change.

How many staffs are engaged in a review of their fundamental philosophical positions? Certainly some are. A swelling interest in classroom research concerned with the process of learning and of creating positive negotiated profiles of young people testify to important philosophical shifts.

However, in just the same way that curricular change without philosophical change may result in banal superficiality, philosophical considerations without reference to value systems may be hollow academic exercises.

What seems to be needed now during this era of accelerating change is a long calm look at the values on which our educational philosophies are based and out of which an appropriate "course to be run" might evolve.

Some fundamental questions need to be addressed:

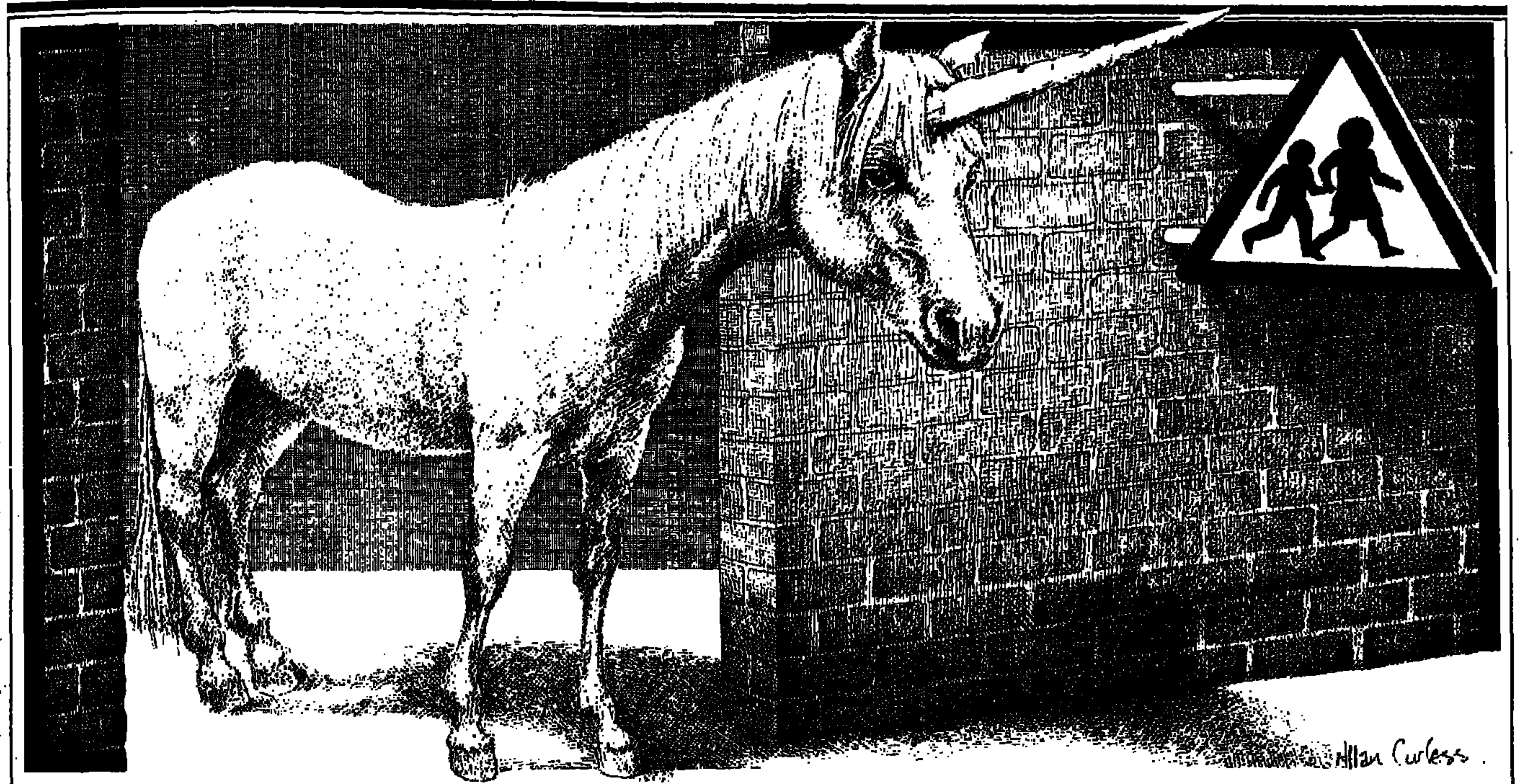
- ☐ What are the values that our society stands for and wishes its young to uphold?
- ☐ What is the appropriate style of relationship between adults and young people in schools?
- ☐ How do you best encourage [illegible] a school?
- ☐ How do we want the next generation to regard hostility and aggression?
- ☐ What are our responsibilities to other people?

In my experience, problems in schools can usually be traced back to hidden value positions. Isn't it time that we started paying attention to them?

*Roger Harris is head of Woodbrook Vale High School, Loughborough, Leicestershire.*



FEATURES




# Endangered species

## The specialist academic teacher faces extinction in the comprehensive, Hilary Moriarty complains

If you're an honours graduate teaching in a comprehensive school, I have just one question for you: how long do you think you'll last?

From where I'm standing, the specialist honours graduate looks like an endangered species, not long for this world of academe. It's a shrinking grove, like Amazon rain forests and whatever kind of particular terrain is inhabited by Chinese pandas. Soon they'll be transporting us across the globe for mating purposes.

Our natural habitat, the lush pastures in which we used to graze, is disappearing fast. We are losing our sixth forms. A level classes, with pupils studying by choice, not necessity, subjects they enjoyed and in which they were beginning to excel, are being firmly fenced off for others in tertiary education and FE.

I saw figures recently which indicated the choice one local education authority had to make between competing reorganization schemes: going for 11 to 16 schools with tertiary work done elsewhere would cost almost £2 million less than keeping schools with an 11 to 18 population.

No doubt the economic reasons for destroying the sixth form environment are overwhelming. When you're losing your watering holes and best grazing, you care little for economics.

I have heard at least one colleague declare that there is no intellectual stimulation whatsoever in teaching. And while I hesitate to go quite that far, there is no doubt at all that there is less intellectual stimulation if you remove A level work entirely.

For many teachers, A level classes are their life-blood, making much of the lower-form hassle, with possibly big classes and little motivation, bearable. I cannot be the only teacher who has toiled through a second form lesson on punctuation with a lighter heart for the knowledge that next lesson the sixth form and I will be wrestling with Lear or with Satan himself in Milton's epic verse?

The national and seemingly overwhelming move towards 11 to 16 schools strikes me as sinister and dangerous. Honours graduates must be queueing for jobs in the tertiary sector to get back to some of the joys of the subject which are frankly not available in junior forms where the emphasis, particularly these days, is turning to the practical, the pragmatic and the ultimately boring.

And don't tell me English teaching doesn't have to be formal grammar and spelling tests and inverted commas, because I know that: but I also know that if I teach them from 11 till 16 then I'm responsible if they produce sentences with no verbs, can't spell and couldn't punctuate direct speech if they had to. (And come to think of it, they probably never will. Isn't it only novelists who need that skill these days?)

Losing my A level classes meant I gained time. In six months I had taught *The Knight's Tale*, *The Franklin's Tale*, *Paradise Lost*, *The Tempest*, *Wuthering Heights*, *Little Dorrit* and *Great Expectations*. I had spent a fortune on critical texts since most of them were new to me as a teacher and I spent most of my life in those six months either preparing for those classes or marking the work on these texts and on practical criticism – which was a whole different ball-game of scouring texts of my own for suitable material.

So when the school became an 11 to 16 comprehensive, my neglected family was pleased. And even I thought that my other classes, from O level down, would benefit from more time and attention.

They probably did, though some would not notice. At this moment, it's not them I'm worried about: it's me. I miss the books! I miss the buzz! In a very real sense, I'm starving. And I do not believe I am alone.

If all this were not bad enough, there are new threats. The local authority pay deal looks suspiciously like a slap in the face for the good honours graduate who has reached scale 3 and above. It's an agreement which seems to devalue hard-won promotion and position in its desperation to improve things at the bottom. And then there's the new wave through teaching which aims to convert secondary schools into glorified primary schools.

One has long been accustomed to conferences and meetings which preach to secondary teachers about the virtues and excellences of the primary sector. We hear how we should pursue projects to the nth degree, and we say, "But in secondary schools the bells ring every 40 minutes, and I can't take the production of a class paper from the newsgathering to the printing in one day – science wouldn't like it!" And the lecturers say, "Well, that's a timetable problem that you'll have to sort out with your headmaster – but you do see, don't you, that this is obviously the right way to do things?"

I would not denigrate for a moment what is done in primary schools: I'm sure they are wonderful places where all is sweetness and light all the time, the children thrive because they have a single teacher all day long and the day is not artificially divided by subject bells.

If I sound faintly jaundiced, it's because I'm not sure that all the ills of secondary education are a product of the change in teaching styles at 11 [illegible]

I do see that there is more disaffection with education in the secondary schools; more truancy and lurking in the bike sheds smoking; more gazing into space and thinking about sex; more dates and discos and preoccupation with the fortunes of football teams and spending money on "brill" jackets and dangling ear-rings and falling asleep in class because of last night's late, late film (and I know it was good, because I was trying to mark through it), not to mention video nasties and drugs.

I know it's all there, and I know it's different from primary schools. But I swear if you stuck today's adolescents back in primary schools, they'd have the same problems. They go with the territory and the spots. It's called growing up.

The educational diet of the last hundred years has not taken sufficient note of the needs and aspirations, interests and intentions of our adolescent charges. One could hardly deny the need for change. The world is a changing place and it's our job to turn out tomorrow's citizens equipped to meet the needs of the 21st century. I know, I know.

So change we must. And the word at the moment seems to be that the best secondary education does indeed emulate primary practice. Here comes another blow to the honours graduate.

My intentions, interests, aspirations and needs are all in the direction of my subject. I will share it and enthuse about it and declare its importance and damn well teach it with a high degree of skill and professionalism. My authority in the classroom, I firmly believe along with R S Peters, derives in large measure from my authority in this. I have studied to Master's level not educational theory or philosophy or even practice, but English, its language and its literature. I am there to do that because that's what I do.

I have in my time adapted – another buzz word for today – so that I have taught O level and CSE Modes one and three; I have taught A level to full-timers and part-timers, the latter in a helluva glorious rush of nine short months; I have turned my professional hand to extramural classes of non-experts interested in modern poetry or the fiction of the Eighties or the 19th century novel; I have done Business Studies English for public administration students and would-be bankers and graduate secretaries with not a literary text in sight, and been amazed at how you can spin out the skills of report-writing and summarizing to fill an entire course. But at the centre of all this adaptation has been a core of expertise, valued and built on. Without that, none of the chameleon tricks were possible. [illegible]

So adapt I will, but I am not a Jill of all trades, and my one-year postgraduate certificate, despite double distinctions in both educational theory and teaching practice, did not train me for her job. I'm not qualified to teach sex education or sociology or the best way to manipulate the welfare benefits system.

It's possible such things are taught in colleges of education: I wouldn't know, I didn't go there. But three-year teaching courses and four-year BEd degrees presumably had a lot more of that kind of thing than did my four years doing English language and literature from Anglo-Saxon to Beckett, with no subsidiary subject with which to bless myself.

Certainly it's notable that training colleges seem to produce more people willing to teach more subjects. The one who will dig his heels in and say, "No, I can't do junior history, it's not my subject," is rare. More often there is a cheerful willingness to do humanities in all its guises, for instance, or any kind of science you care to mention, and I'm becoming rather weary of the chat in English circles about how we should support the non-specialist. In my view, if he's not a specialist, he shouldn't be teaching English. But that's out of step with apparent current thinking that says an ability to speak the language and a willingness to do it is enough to qualify you to teach it.

There is a move to break down the subject divide, to cross the barriers and to generalize. It declares doubt about subject specialism and it devalues expertise. There is a climate abroad which declares four children left alone with a poem will get more out of it than they will if I dare to add to the sum of their combined comments. There is a mood which celebrates learning (quite rightly) and undermines teaching, in the belief that the latter does not guarantee the former.

Dear God, I hope they are wrong. There is only so much of the order to "facilitate, enable, but for goodness sake retreat", instruction I can take. If I'm in the classroom at all, I'm there because I have a subject to teach. For me, and I swear for many honours graduates like me, I'm a subject teacher first, and a teacher of children second. Perhaps heresy justifies extinction.

If there are any readers who consider me misguided and wrong-headed in my subject-arrogance and firm belief in the pursuit of excellence through specialization, don't worry: I know my days are numbered. I'm one of a dying breed. I wonder if we'll be missed?

*Hilary Moriarty teaches in Gloucestershire.*

FEATURES

# Sauce for the gander?

## Teachers should feel free to suggest improvements in pupils' home lives, Keith Sharpe argues

Parent power is much in vogue. Recently, in a variety of ways, parents have been encouraged to assert their influence over what goes on in schools.

All teachers should be concerned about this, not least because it constitutes a serious erosion of the concept of teaching as a profession. What it implies is that a parent knows as much about education as those who have studied child development and have had practical experience of educating hundreds or thousands of children over many years.

In its extreme formulation it is, of course, a nonsense, and one perpetrated for political advantage. The demand for parent power is absurd because it wrongly suggests that parents are the main consumers of education. Children are the direct customers, but schools also serve the whole of society and future generations as well.

Professional educators need to take account of parents' feelings, but in a broader context.

Take Industry Year, for example. Schools are asked to include industry in the curriculum, not to accord with parents' desires, but because there are good reasons for doing so which educationists can appreciate. Contrast this with the disastrous effect of the concern of parents in the 19th century that their able sons should study supposedly high-status subjects like classics instead of science and technology.

Given, however, that parent power is growing, there is an interesting corollary which has not been much talked about. Implicit in the current trend is the notion of shared responsibility for children: a partnership between teacher and parent in overseeing the development of the child.

But if parents are to make critical assessments of teachers and the school, is it not logical that teachers should also inquire about parents and the home?

If parents ask "How educative is your classroom?" are not teachers equally entitled to ask "How stimulating is your home?" After all, everyone knows that with rare exceptions children do well at school who find opportunities for reading, writing and intellectual discovery at home.

Only about one-tenth of a child's life is spent at school; nine-tenths are spent at home under parental direction. It has always been unreasonable to expect the small fraction of school input to outweigh the overwhelming influence of the home environment. It is also, in most cases, unreasonable for those in control of nine-tenths of the shaping influences on a child to criticize what happens in the remainder they do not control. But if they are encouraged to criticize, they should also be made aware of their own responsibility.

Parent power is a double-edged sword. Its converse is parent responsibility and accountability for the richness or otherwise of the environment in which the child lives most of its life. This is the environment which largely determines how much benefit will be derived from school.

Teachers who, through training and experience, understand how much the home affects educational progress and who may have feared to tread on ground which was not theirs, may now feel they have a legitimate right, a *quid pro quo*, in natural justice, to assess and help improve the quality of the child's experience outside school.

There used to be home life under the jurisdiction of parents and school life under the jurisdiction of teachers. These lines of demarcation have been blurred by parents moving in on the school.

Teachers conscious of their special expertise should surely help parents by clearly saying something like this: "Your child's educational performance depends more on what you do than on what we do. You want to know what we are doing in school and why. Fine. But what you are doing at home matters more. So we need to know about that and see if we can help to improve it".

How will teacher power in the home work out in practice? It needs to be widely advocated, but gently, and without the sort of offensive polemic politicians have used in pushing parent power. What is important is getting teachers and parents to recognize their joint and inseparable responsibility for a child's development.

Parent bashing is as unhelpful as the teacher bashing we have witnessed over the past few years. Both inhibit a calm rational atmosphere in which teachers and parents can fruitfully discuss the home and school.

Some parents will resent any idea of teacher interest in the home, but most respect the teachers' abilities to deal with children and acknowledge their greater experience. They will, I hope, recognize that teachers have constructive suggestions to make about matters traditionally the province of the parent, such as bedtimes, selective TV viewing or cultivating children's manners.

In the last decade many schools have abandoned formal written reports in favour of parent interviews. This has certainly increased the amount of information flowing to parents, since so much more can be said face to face in a ten-minute interview than can be communicated in short stylized clichés on paper. (Is there anybody alive of whom it would not be true to say "could do better?")

But in future the flow of information should become more two-way, with parents revealing more about what happens after school and teachers proffering advice about enriching leisure hours so as to promote educational success.

Many parents miss valuable, naturally occurring opportunities to give their children experience of real-life reading, writing, estimating, calculating, decision-making, designing, and so on. Skills, knowledge and attitudes which the child could painlessly, even enjoyably, acquire at home, but doesn't because of the parent's lack of awareness, then have to be laboured at in school to nobody's great satisfaction.

Much of this can be remedied if teachers and parents work in tandem. Subsequent parent interviews could then consist of a review of school progress as well as educationally helpful home activities.

*Keith Sharpe teaches at Upper Beeding primary school, West Sussex.*



# How open is open?

## Jim Smith describes his school's system of parent surgeries

Examine any school brochure or listen to any headmaster welcoming a band of new parents and it will not be long before you come across that almost statutory "open invitation" to "pop up and see us sometime". Taking this invitation at face value, the intention is quite clear. Should any parent have any concern, any problem relating to their child's education, they must not hold back. The school will welcome their interest and concern in the firm belief that it is indeed important that such a problem be nipped in the bud.

So much for the invitation – but what of the response? After a year spent interviewing parents in their own homes, I discovered few who had actually availed themselves of that opportunity. It certainly wasn't that they hadn't had good reason. Said one: "There have been times when I felt like playing hell about something. Then I decided it wasn't worth making a song and dance about."

Most simply did not want to make a fuss. As one parent put it: "You've got to jump straight from doing nothing to making a big issue of it." Contrary to popular opinion among the teaching profession, it emerged that the majority of parents were anxious to avoid fussing over their child's education – a charge that is too often laid at their door. It was clear that many of these parents were apprehensive about actually instigating contact with the school over matters of any educational significance. No such hesitation was apparent over issues relating to items of lost property or information regarding their child's health or absence. However, on educational issues they preferred to remain silent.

Paradoxically, these same parents expressed the fear, or at least the uncertainty, that the teachers of the school would not contact them early enough if there was a problem relating to their child in school. Over 80 per cent of the parents I interviewed expressed some anxiety on this issue. As one parent told me, "We want to be sure that the school is going to contact us if something is going amiss, rather than waiting until it is too late."

Regrettably, there seemed to be good reason for those anxieties. The policy adopted by most staff who were teaching their children appeared to be leave the problem until the next formal meeting with parents. In many cases this was two terms away.

So it would seem that both sides in the educational partnership can be guilty of delay, though the day of reckoning does come eventually. One parent complained: "Schools leave it too late before they contact parents. If we had known before we would have tried to sort him out a little bit. I'm very angry."

Determined to overcome this non-communication, we established a system of teaching clinics some 18 months ago to provide a weekly opportunity for parents and teachers to meet as and when the need arose. To do this we:

□ allocated each member of staff a particular period on their timetable for that purpose;

□ provided parents with printed details of these times;

□ encouraged parents to telephone for an appointment whenever they felt there was a need;

□ advised parents that staff would ask for a meeting at this time if they felt there was a need;

□ made it clear that these clinics were to be a normal part of the school and were not to be seen as the response to a crisis.

At least 15 minutes is allowed for each interview and the non-contact time of staff has been increased.

After a 12 month period, we asked our parents what they thought of the venture. Everyone who answered made it clear that they wished the clinics to continue, suggesting that the advantages of such a system were that crises are dealt with promptly, privately and efficiently. "A problem can be dealt with immediately while it is still a small problem, rather than being left to grow into a large one," one commented.

"Better contact between parents and teachers provides an opportunity for them to work together for the benefit of the child," said another.

"It is easier to discuss my daughter on a one-to-one basis rather than discussing her in public in front of other parents."

Other benefits over traditional parents' evenings was the absence of "the long queues there are if all teachers are to be seen on the one occasion" and "the facility to have more individual attention than is possible with other parents breathing down your neck."

Parents welcomed the chance to "see teachers without feeling guilty about disrupting the school routine or making a fuss". They also found staff had, as one put it, "thought about the child, looked at his or her work and possibly knew why the parents have come in to talk".

Eighteen months later it is true that we still have problems to solve. Not every parent has been enticed into using the system although no one has refused an invitation to an interview. Staff seem agreed that the quality of the interviews that now take place within the school has improved. We recognize that a parents' room would be a real bonus to this approach helping to establish the air of informality that we try to create.

*Jim Smith is headmaster of Allertonshire School, Northallerton, North Yorkshire.*



FEATURES



Photograph: Richard & Sally Greenhill

# Food for thought?

## Janette Marshall reports on the improvements in learning that followed changes in American pupils' diets

Rapid improvements in pupil behaviour and academic test scores have followed changes in the food served in schools in the United States of America. When sweeteners and artificial additives were removed from the school meals of 800,000 New York children their scores on a national test of achievement rose, taking the city's average out of the bottom 40 per cent of all states' scores and into the top 45 per cent.

Now there are plans to try the diet out in Britain where the recent abandoning of minimum standards for school meals is causing some nutritionists concern.

Scientists at the Virginia Commonwealth University found, by studying the behaviour and diets of 22,000 juvenile offenders in various states, that what they call "overconsumption malnutrition" was an important factor in poor brain function.

The researchers believe that processed foods contain too many calories and lack vitamins and minerals vital for the brain biochemistry thought to be involved in learning and good behaviour. The suspect foods are high in fat, sugar, salt and food additives and low in essential nutrients – in other words, junk foods.

In a detention centre in a poor area of Alabama, one third of the juvenile offenders ate a wholefood diet, a third continued on the normal centre diet, and the rest spent some time on both.

A 45 per cent reduction in antisocial behaviour was recorded among those on the additive free diet. The effects were particularly noticed among those convicted for the more serious crimes – assault, robbery and rape – though all categories of young offenders seemed to benefit.

Similar trials in Los Angeles produced a 44 per cent decrease in antisocial behaviour and the city council has now banned highly processed junk foods from all its juvenile institutions.

In the past 10 years, the academic performance of New York City children has declined compared with other areas of the USA and New York City officials wondered if nutrition might be implicated in low pupil achievement. So they invited Dr Alexander Schauss, director of the American Institute of Biosocial Research, and Dr Stephen Schoenthaler of California University to investigate the effects of systematic changes in the city's school meals.

Working with them was Dr Elizabeth Cagan, chief administrator of the New York State Office of Child Nutrition, the department responsible for dishing out the 1.5 million frozen meals eaten daily in New York schools.

The first change was a reduction in sugar. This meant no table sugar; a switch to no added sugar breakfast cereals (breakfast is commonly eaten at school by American pupils); no jams or ice cream; and the replacement of "pop" with fruit juices and water. The total added sugar in the food served was reduced to 11 per cent.

In the second year of the trial, synthetic food colourings and flavourings were removed. Manufacturers were asked to change their recipes and many did as the school meals programme is second only in buying power to the armed forces.

In the third year, no further modifications were made to the diet. This was the nearest the scientists could get to a control. It would have been too costly and complicated to have half New York's school children on the old frozen dinner menu and half on the new menu. In the final year, preservatives such as BHA and BHT (known as E320 and E321 in Europe) were removed.

Each year, also, the children of New York are tested on the Californian Achievement Test; a test of academic attainment widely used throughout the USA.

Improvements in academic achievement scores accompanied each of the dietary changes. At the end of the first year, when sugar was reduced, the national percentile ranking for New York pupil scores rose from 39 to just over 47. After the second year, when colourings and flavourings were removed, the city's ranking rose to 51. It remained virtually static the following year, 1982, when no changes in diet were made. After 1983 when the preservatives were excluded, there was a further four point increase in ranking, taking New York from the 39th percentile to the 55th in four years.

This does not mean a 16 per cent improvement in academic achievement – only that New York moved up 16 per cent of the placings on the national league table. Nor do the researchers claim to have proven unequivocally that the improvements were solely, or even partly, due to the changes in diet, though they say they know of no other possible explanation for the coincidence of change years and improvements. In addition, the greatest gains seem to have been made among those pupils who eat most school meals.

Prior to the trial, test scores tended to be lower in schools where meals were popular. The improvements in test scores after the meals changed were three times larger in schools where 90 to 100 per cent of pupils took school meals than in schools where less than 10 per cent had meals.

Part of the improvement may be attributed to reductions in the numbers of "learning disabled" or "repeat failures" over this period, say the researchers. In 1979, 12.4 per cent of pupils were performing "two or more grades below the proper level". By the end of 1983, the incidence had dropped to less than 5 per cent.

Speaking about the just-published results in London, both Dr Schoenthaler and Dr Schauss emphasized that the theory behind the academic gains is not that sugar and food additives are directly responsible for poor grades but that a reduction in "malnutrition" is probably the primary cause of improved academic performance.

"Replacing the 'empty calorie' highly-processed foods with foods containing a higher ratio of nutrients to calories lowered any malnutrition that was present", said Dr Shoenthaler. "Increasing vitamin and mineral intakes enables children to learn better and helps modify behaviour because these nutrients are essential for brain biochemistry."

Although behaviour was not under scrutiny in the New York trial, as it had been in the previous Schoenthaler studies, there is some anecdotal evidence to suggest school behaviour has improved. Dining hall staff noticed pupils were quieter and there was less "horseplay" in queues. Their encounters with pupils became less "confrontational", said Dr Cagan.

Where pupils were also involved in dining hall redecoration and menu planning projects, as well as nutrition and food education in the classroom, improvements were even greater. "At one of the worst schools," Dr Cagan recalled "the atmosphere and behaviour were more like a penal institution, but they ended up after the four years not needing mealtime supervision."

An annual survey by the United States Department of Agriculture, which checks the diet of 36,500 typical Americans, consistently reveals levels of vitamin A, and B6, iron, zinc and calcium well below the recommended daily allowances, said Dr Schauss.

These vital nutrients may also be missing in the diets of British school children. A preliminary report from the Department of Health and Social Security, *The Diets of British Schoolchildren*, published last year showed that British pupils are eating too much fat and are failing to meet some of the recommended daily amounts of certain nutrients. Girls in particular were low on iron, calcium and the B vitamin, riboflavin. Some experts argue that the recommended minimum levels are too low anyway.

"With the recent abandoning of nutritional standards for school dinners, we are becoming increasingly worried about the situation in British schools", says Ian Stokes of the British Society for Nutritional Medicine, an association of doctors concerned with nutrition. The Society is about to put the American findings to the test in Britain.

The study will put 50 children at Aycliffe School Centre for Children, Co Durham, on an additive-free wholefood diet. The other 50 children will remain on the centre's traditional diet. Staff will then monitor frequency of antisocial incidents.

The centre caters for severely disordered boys and girls aged 12 to 18 and Dr Masud Hoghughi, the principal, sees the study as an extension of their comprehensive approach to children's physical, mental, social, psychological and schooling problems.

# Outsoaring disaster

## Edward Blishen celebrates John Vaizey, 'a vigorously disturbing personality'

**Scenes from Institutional Life and other writings. By John Vaizey. Weidenfeld and Nicolson £12.95. 0 297 78868 X.**



Some time in 1963 I wrote a review of John Vaizey's book *The Control of Education*, in the course of which I praised his courage (as who would not?) in reprinting a number of the economic forecasts he'd made in the previous decade, all proved wrong by events. They had at least the merit, argued this prophet whose very moments of chagrin drew upon his obstinate buoyancy, of making it clear that things do not stay as they are. He believed the scene would be transformed by the development of computers and the growth of the statistical services. That prophecy, too, has proved hollow enough. So on what public grounds does one celebrate John Vaizey's existence, so unfairly ended two years ago when he was only 54?

To that question, *Scenes from Institutional Life*, here reprinted, would in itself provide a complete answer. At school one day at the age of 14, he felt an appalling pain in his back. It was the beginning of a sojourn in hell: in the two years that followed, this highly intelligent and sensitive boy "was alone probably for a total of six hours". He had osteomyelitis: an illness abominable in itself, offering "the daily torture of great gaping wounds", together with a stench abhorrent to a child "possessed with cleanliness". But even worse was the experience of being institutionalized. At a heartbreakingly simple moment in the story he writes: "I was only 14, and I was very ill, and they were very cruel." The cruelty sprang, as he saw it, from the isolation of a hospital: "All the people in it are absolutely under the power of some petty despot, and the power seems eternal and unchanging."

What Vaizey made of that experience amounts to a classic example of the kind of writing that, himself torn between the worlds of academic scholarship and imaginative literature, he described as "the impersonalizing of the personal". It is his only triumph in that line, but it is a great triumph indeed: an heroic demonstration of how perceptions of universal value may be derived from intolerable circumstance. Out of every anecdote of agony, a general and important thought or observation arises. I notice that in that 1963 review of mine, I wrote of him as "ready to pluck every sort of constructive idea out of the discomfort of our situation". *Scenes from Institutional Life* points to the origin of that readiness. It also makes it clear why he was able to knock himself down, as in those reprinted forecasts, while giving a strong impression of remaining on his feet. The buoyancy had desperate roots.

The other writings in the book amount to descriptions of the steps he took to outsoar that enormous initial disaster. There is an account of Cambridge, which he loved but which was determined not to give him the confidence and sense of direction he lacked: and of Oxford, which he began hating because it was not Cambridge, but which he ended by loving as "the best and wisest of universities".

He writes of religion as giving him an adolescence he'd never had. He discusses his "friendly frankness" (traced back to Cambridge but, as a reader may conclude, having more distant origins), and his surprise at the hostility it earned him. I imagine anyone making a way through this book would guess at the memory of pain and deep general hurt on which that bloody rudeness, as he otherwise defined it, was based. But beyond that one has a sense of the perhaps congenital nervous vulnerability that he protected by two main strategies, one of them paradoxical: he hid it under intellectual rasp and thunder, and he laid it challengingly wide open.

Sometimes exhilaratingly logical, he was at other times exciting for his use of the language of logic to explain a stance adopted quite without logic's aid. So in his account of the reasons for his switch from socialist to tory he provides for his admiring references to the ideologue and non-pragmatist, Margaret Thatcher (as he himself defines her), a setting of praise for pragmatism and the avoidance of ideology. He was in favour of a view of politics that sees it as a matter of "hunch and judgement", but persuaded himself to overlook the evident fact that such a view has never in Britain been the exclusive possession of Whig or Tory. Again the belief that there is nothing to be said for any party but one sits oddly in the context of the dread he expresses of the one-party state. One wishes he were still here so that he who always pressed hard might himself, in these matters, be pressed harder.

T E B Howarth, in his introduction, says that initially Vaizey seemed "something of a knowall and a namedropper". He was always rather more than something of both: in his letter to *The Times* explaining why he'd accepted the Tory whip, he couldn't refrain from calling Lord Carrington, Peter Carrington. But the photograph on the back cover of the present book tells all: it was a deeply wounded private face attempting to be a bold public one. He said if Cambridge had been warmer he might have gone in for politics: he would always have been an interesting performer on that stage, but given, I guess, to fits of personal revulsion and reform that might well have brought governments down.

He wrote to me in 1963 saying he'd not before written to a reviewer of one of his books, but wanted to thank me for what I'd said of *The Control of Education*. "It was far too kind but it was kind in a very pleasant way." I see now, with affectionate amusement, that I'd caught him halfway between his Cambridge self, rigorously opposed to kindness, and his Oxford self, helplessly drawn to it. He was a man, as this slightly chaotic *Festschrift* suggests, who, having virtually died in his teens, longed to be severely academic yet warmly imaginative: foolproof, but usefully foolish: ambitious but unworldly: cuttingly clever, but somehow gentle.

He was, says Hugh Thomas, "a most vigorously disturbing personality". He disturbed, as he himself was the first to observe, because in him, owing to his history, "adolescence had been simultaneous with maturity": so that for his too-short life he was always the bitterly angry boy in the hospital bed, and the grown-up wit and iconoclast in the peer's robes. "Whenever one came into the Lords", says Hugh Thomas, "one saw a group of men laughing, the chances were that the person in the centre would be Vaizey."

# Life after Hillsborough

**The Road to Hillsborough: The Shaping of the Anglo-Irish Agreement. By Anthony Kenny. Pergamon Press £12.95. 0 08 034775 4. £6.50. 034248 5.**

The Anglo-Irish Agreement signed at Hillsborough in 1985 was the most radical initiative in British policy towards Northern Ireland since the suspension of its devolved government in 1972. In an attempt to break the mould of Ulster's sectarian politics, Mrs Thatcher and Garret FitzGerald established an Intergovernmental Conference to discuss Northern Irish matters, relations between the two parts of Ireland and to deal on a regular basis with such matters as security, cross-border cooperation and the administration of justice. The Agreement was designed to promote stability and to reconcile the warring traditions of nationalism and unionism. Above all, it was hoped that this new beginning would aid the fight against terrorism.

It is too early to judge the extent to which these aspirations are likely to be fulfilled by the Agreement. What was immediately clear was that Ulster's Protestants saw it not as a noble new beginning but a betrayal of their rights and one which, by offering Dublin a special opportunity to influence policy towards the North, put them in a different position to those who lived in other parts of the United Kingdom. While the extent to which Hillsborough had reduced the alienation of Northern Ireland's nationalist minority is unclear, it has certainly alienated a large part of its unionists.

The Protestant reaction to an initiative which received widespread acclaim in the House of Commons, in the Dail and in the United States (which tried to strengthen it with a generous aid package for the Province) served also to emphasize the differences between public opinion in Northern Ireland and that of the mainland where Ulster is regarded with a mixture of puzzlement and weariness. Anthony Kenny's short but succinct book is therefore timely. He sets out to explain the issues involved in the Agreement and its implications. It is not a history of the Northern Ireland problem, although Dr Kenny provides a brisk and balanced summary of the background to the present conflict. (The only oddity is a reference to James II as the "legitimate king" which makes one wonder whether Balliol has become a home for lost Jacobites.) However, it is the period after the formation of the New Ireland Forum in 1983 which is the main focus of Dr Kenny's interest and he presents the reader with a clear account of the Forum itself, of the development of official and unofficial thinking both on the mainland of Britain and in Ireland, and of the Agreement and its aftermath.

Given the controversial nature of the topic, this book is remarkable for its calm and moderate tone as well as for the clarity of the narrative. These qualities alone should ensure its success, although I personally would have preferred Dr Kenny to have devoted a little more space to developing his own views more fully. For example, on the question of church-state relations where Dr Kenny has a particularly interesting personal perspective and expertise, the reader is likely to be frustrated by the discussion. He points out that the confessional nature of the Republic was seen by Garret FitzGerald as a major stumbling block to unity and he further points out the extent to which the Forum debates highlighted the ambiguities of the Roman Catholic Church's attitude to its position in Ireland. Yet the major symbolic reform – of the divorce laws in Ireland – failed, admittedly to the delight of many Protestants in the North who saw this as weakening the chance of unity. Has the constitutional crusade of Dr FitzGerald proved a chimera? And how does Dr Kenny think such sensitive issues as divorce and abortion should be resolved in a new Ireland?

Equally, given the benefit of hindsight, it would be interesting to know whether Dr Kenny (who was Vice-Chairman of the Kilbrandon Committee inquiry into the New Ireland Forum proposals) thinks the Kilbrandon Report's majority recommendations remain convincing. As a member of the minority group on that committee, it seemed to me that the majority proposals – which went further that the Anglo-Irish Agreement by recommending an executive role for Dublin in Northern Ireland – would be so unpalatable to unionists as to be counter-productive. (Many unionists, of course, deny that the Inter-governmental Conference is purely consultative.) If he were doing the exercise again, would Dr Kenny alter the balance of the package? Or would he simply attempt to see that it was sold more adeptly?

Finally there is the question of life after Hillsborough. Dr Kenny rightly insists that Britain should not abandon the Agreement since to do so would be to jettison the improved relations between Britain and Ireland and to send a signal of weakness in the face of threats of violence. However, he acknowledges that some corrective is necessary to secure unionist willingness to work with the Agreement. Both the Committee thought it important to offer the unionists some form of devolved assembly in which their voice could be heard effectively. The Official Unionist document, *The Way Forward*, contained many constructive ideas about how such an assembly might work and also about protections for the minority community. The problem now is how to revive that constructive attitude and build upon it in a context where non-cooperation is the rule of Protestant politics.

To say that one would have liked more from Dr Kenny on such topics is not to undervalue a book which will prove invaluable in school and university history and politics courses as well as to the general reader. It is simply to hope that he will find time to write a more extensive work on the elements of a problem which exemplifies the limitations of rationalism in politics.

**Gillian Peele**





# Banality of evil

**"The Streetcleaner": The Yorkshire Ripper Case on Trial. By Nicole Ward Jouve. Marion Boyars £13.95. 0 7145 2847 1.**

It would all be so much easier if evil declared itself in a stink of sulphur, its forehead etched with the Number of the Beast. It rarely happens like that.

We prefer to think of murderers and rapists as "monsters" or "fiends", aberrations; solitary, half-human figures consigned to places like "the Moors". But we've had to learn to recognize what Hannah Arendt (writing about Eichmann) dubbed "the banality of evil" the extent to which *it* partakes of *our* world. Hitler's last act was to marry; Brady and Hindley played House; the pregnant Sharon Tate was butchered by "The Family"; Peter Sutcliffe held down a steady job and went home (albeit bloodstained) to his wife. Brut 33 rather than brimstone.

Saloon-bar contempt for "society-is-to-blame" explanations is entirely justified; a figure like Sutcliffe – the Yorkshire Ripper – reflects not on society but on a particular orientation in the general culture, which is not the same thing. Literary critic Nicole Ward Jouve, with an arsenal of theory escalating from semiotics through psychoanalysis to feminism and historicism, has re-examined the "Ripper case" and found its blind spot. Police, press and courts failed to "read" the clues not because of inefficiency or well-publicized hoaxes but precisely because Sutcliffe was a "normal" man, part of what Ms Jouve calls the "patriarchal consensus".

His "normality" was painfully acquired and against all of his instincts. He was quiet, withdrawn, passive, a poor drinker, possibly homosexual; the prevailing culture demanded he learn to be ebullient and aggressively macho (and at the same time aggressively "respectable").

His 19th-century predecessor is commonly believed to have been ultra-respectable, a left-handed surgeon or even, bizarrely, a member of the Blood Royal (why do such theories generate so little surprise?). Sutcliffe saw himself as a public servant, keeping the streets clean of prostitutes.

His "task", done with an appalling mix of frenzy and neatness, partook in every regard of everyday work and play. It was also, literally, a product of the divide between Sutcliffe's instincts and his culture's values; Ms Jouve provides a persuasive psychoanalytic (and thus largely sexual) reading of his "conversion" in the Bingley cemetery when he claims to have heard voices telling him to kill prostitutes. His weapons were familiar tools, screwdrivers and a ball-pein hammer (not ball-pen, that goes down as a Freudian slip of Ms Jouve's); the obsession with viscera comes, macabrely, from the macho northern diet of liver and lights and chicklings (Ms Jouve either doesn't know or has too much taste to mention that the original Jack the Ripper claimed to have eaten the kidney of one of his victims).

The police questioned Sutcliffe a dozen times. But they couldn't "see" him as the murderer; bashing prostitutes – for which he'd been questioned in the past – is, after all, not an uncommon sport. Sutcliffe's number was only one of hundreds regularly turned up in red-light districts. He was "ordinary".

If the argument of "*The Streetcleaner*" seems at moments far-fetched, Nicole Jouve is well aware of the extent to which the whole affair "produces over-meaning – as if the underbelly of the language had taken over and begun to proliferate on its own". The case swung on forged letters, tapes, graveyard inscriptions misread, re-use serial numbers, car numbers; Ms Jouve adds the factor of Mrs Sutcliffe's unEnglish origins (a point of empathy with her). For the case was also about people. Sutcliffe killed "prostitutes" (though not always); they were also wives, daughters and mothers, and he probably also saw them as such.

**Brian Morton**



*Jonathan Grimwood's* Photohistory of the 20th Century *(Blandford £12.95) is unusually unghoulish for its genre. Here, cows and a reflector at Jodrell Bank*

# Dried egg, boiled nettles

**A People's War. By Peter Lewis. Thames Methuen/Channel 4 £12.95. 0 423 01950 3.**
**War and Social Change: British Society in the Second World War. Edited by Harold L Smith. Manchester University Press £27.50. 0 7190 1777 7.**

With the curtaining drawn back and the light turned off it is possible to see to type in a light as bright as an angry sunrise . . . On the roof I saw such a sight as none has seen since Samuel Pepys took boat at Tower Hill . . . The rooftops of Fleet Street seemed a stockade of flames . . . Johnson's London was a flaming acre . . . The spire of St Brides was a macabre Christmas tree festooned in fire . . .

Thus, Ritchie Calder, in a seventh-floor Fleet Street office on the night of 29/30 December, 1940 – the date of the second Great Fire of London. The Luftwaffe had cannily synchronized the raid with an exceptionally low Thames tide, so that by 3am – the hour at which Calder typed while London burnt – there was no water left to fight the flames, and all even the firemen could do was look on in helpless awe.

This was the nearest that the metropolis came to the utterly uncontrollable firestorm syndrome that later holocausted Hamburg, Nuremberg and, of course, Dresden. London escaped this fiery hurricane only, possibly, by a meteorological freak.

The obliteration of the German cities and the vapourization of Hiroshima and Nagasaki stand between us and the British Blitz and perhaps muffle our memory of how devastating this onslaught seemed at the time. Being Coventrated was, admittedly, less totally catastrophic than being Dresdenized, but it was pretty grim nonetheless; and the bombing chapters of Peter Lewis's book recreate the horrors of 1940/1941 with a brilliant and moving actuality only excelled by the contemporary footage in the Channel 4 series that the book accompanies. That vision of St Paul's apparently riding on a vast sea of flame is one of the few bits of film that never loses its power to shock and stir.

But both book and television series cover much, much else besides: wartime employment, evacuation, entertainment (her chapter heading "Dried Egg and Boiled Nettles" says it all), the heightened civilian and service interest in social and economic issues and the problems of post-war "reconstruction", etc, etc. Both book and television series make copious use of the invaluable Mass Observation archive, and are concerned to show that the "backs-to-the-wall, Britain-can-take-it, all-in-it-together . . . classless camaraderie" familiar from contemporary films and newsreels was not quite as seamless and unflawed as such wartime propaganda (quite justifiably from a morale-maintaining point of view) strove to depict. But this is no cheap myth-breaking exercise. Most readers will, if young, be persuaded – and, if old, be reconvinced – that the vast majority of Britons responded to the stress and stretching of war with a tenacity and resourcefulness, let alone courage, that make "finest hour" anything but the empty hyperbole that some reach-me-down revisionists now allege it to be. For those who experienced or remember the war with intensity, everything after 1945 has been, in a sense, an anti-climax – a very comfortable anti-climax, no doubt, but without ever again (except perhaps in October '62) that particular saving sense of danger and exaltation.

The idea of war as the precipitator of profound social change is so firmly entrenched that the broad contention of Professor Smith's swathe of studies – that this function of war is, at least with regard to the Second World War, considerably overstressed – will come as a shock to student and general reader alike. However, received ideas must, if necessary, succumb to cogent evidence; and the data assembled by the 10 contributors to this revisionist challenge makes out a persuasive case for our at least modifying our near-automatic assumptions about the efficacy of war as social agent and innovator.

All 10 papers are well worth study. John Macaloo discusses the effect of the mass evacuation of school-children on official attitudes to state intervention; John Stevenson surveys the war's role in the rise of Planning; Henry Pelling considers the impact of the war on the Labour Party; and Deborah Thom assesses the extent to which the Butler Education Act of 1944 exemplified its shaper's well-known definition of politics as "the art of the possible". The editor himself evaluates the effect of the war on the status of women; and J M Winter complements his outstanding work elsewhere on the demographic consequences of the First World War with an equally definitive paper on the same aspect of the Second.

The general thrust of all these essays is that wartime change was often more apparent than real, and that much of this change was, anyway, short-lived. Class-structures remained largely intact despite the superficial sense of egalitarianism bred by temporarily-shared danger and discomfort. The fact that people actually had the temerity to start speaking to one another in many compartments without the benefit of formal introduction does not, these authors would contend, designate any deep social shift.

A key paper is Daniel M Fox's on public medicine: he painstakingly demonstrates that the consensus necessary for the moulding of a National Health Service was already clearly emergent *before* the war. The war saw the elaboration of that consensus; and the post-war period the establishing Act (1946) and inauguration (1948). But without the landslide Labour majority of 1945 one cannot conceive of the NHS coming nearly so quickly; and that landslide was clearly a consequence of the cataclysm of war. But, as Henry Pelling argues in his paper, experience within the Coalition of the practicalities of government made Attlee, Bevin, Cripps and Morrison *et alia* more moderate in their policies when they won power in their own right. In other words, without the war we might not have had a socialist government; but the war had the effect of making that government less socialist.

Obviously, these matters are difficult to sort out; and a reviewer who is still digesting the contents of this extremely nutritious book salutes it as an exceptionally stimulating contribution to what will patently be a long-continuing debate.

**Martin Fagg**

# Victims

**The Casualty. By Heinrich Böll. Chatto and Windus £9.95. 0 7011 2928 X.**

"A man stood beside the fence looking through the barbed wire thicket. He was searching for something human, but all he saw was this tangle, this horrible systematic tangle of wires . . .

"At some point there was said to be no more wire, but he couldn't believe it."

Heinrich Böll's man in *The Cage* is as anonymous as *The Unknown Soldier*: whether he is a Jew in a concentration camp or a prisoner of war is of supreme irrelevance. Each short story in *The Casualty* – and some are remarkably concise – is a narrative reminder that wars are fought not between generals but among ordinary people, and are all the more appalling for that. Pushed to extremes, Böll's people appeal to simplicity for their salvation: a nurse's face, a crazy prostitute who has given herself for nothing, or the delicate shadows of barbed wire on which a scarecrow figure is contemplating suicide.

Winner of the 1972 Nobel Prize for Literature, Heinrich Böll published his first full-length work, *The Train Was on Time*, in 1949. Its success may account for his reluctance to publish his shorter works of the period, which include the 22 stories published here in English for the first time. Vivid snapshots of post-war consciousness, they avoid the poetical vagaries and political browbeating of the slightly younger, guilt-stricken generation, which includes writers such as Gunter Grass. Böll's politics are all the more telling in their concentration on the struggles of the common person and in their avoidance of political leaders, factions, and cabals.

Some characters in *The Casualty* are so imbued with the atmosphere of death that, when faced with extremes, it becomes their only option. A youth who has lost the entire family ration books sees no alternative but to drown himself in the Rhine. A man who sees no end to the war, prison and the wire around the camp tears himself apart on it. And there are perfunctory deaths: the execution of the man who is not Jewish but happens to have a hooked nose, the drunken officer who is game for a bored sentry.

But through it all, Böll manages to remind us that the struggle to survive is fundamental. Amid the hideous screams of wounded and dying men on the Russian Front, one man calmly noticed a gaping hole in his back. "I didn't feel a thing, it was a marvellous wound, made to order, it would take at least four months for the hole to heal, and by that time the war would be over."

**Ian Nash**

**Special Educational Needs in the Ordinary Schools: a sourcebook for teachers. Edited by Alan Cohen and Louis Cohen (Harper Education £7.95). This up-to-date set of readings covers important matters of policy, curriculum and integration where children with special needs are concerned. The editors provide a sensible introduction plus suggestions for further reading and topics for discussion after each section, making this book an indispensable aid for initial or in-service courses in this field.**

**Now in its fourth edition, Psychology and the Teacher (Dennis Child, Holt Education £5.95), continues to offer an extensive if somewhat conservative overview of educational psychology from human motivation to the curriculum process. For teachers and students in need of immediate advice on tricky classroom situations, the same author's Application of psychology for the teacher (Holt Education £3.95), offers a shorter, more up-to-date account of how to put such psychological knowledge to practical use.**

**Yet another title in the Open University's Innovation in Education series, Reducing Educational Disadvantage (Paul Widlake, £6.25), argues strongly for community schools where teachers can work alongside parents to the advantage of individual pupils. Ways in which this type of development can be taken up are fully discussed, with examples drawn from schools now operating such systems themselves.**

**Nicholas Tucker**

# A wild dream plus an emotion

**The Child as Poet: myth or reality? By Myra Cohn Livingston.**
Peter Stockham at Images, 16 Cecil Court, London WC2. £24.95. 0 87675 287 3.

The question posed by this study goes to the heart of a long-running argument about the nature of childhood. For romantics, children are born better and wiser than adults, well able to answer Swinburne's rhetorical question, "O child, what news of heaven?". For others, children make little sense until they are well socialized, and only then after a long period of time. Last century this debate turned on ideas of innate moral innocence as opposed to original sin; today it is most often encountered in educational controversy over issues like the free versus the planned classroom. It also crops up in arguments about creativity in the young in music, painting or writing, so much so that Myra Livingston, an American poet and teacher, has written an entire book on children's competence as untaught poets.

Some British readers may wonder whether this issue is sufficiently important to merit a lengthy examination. But child poetry is big business in America, with classroom publishing a thriving commercial activity. Numerous magazines accept children's poems as do anthologies with titles like *Miracles, The Voice of Children*, or *Here I Am*. Workshop sessions and special conferences constantly press the cause of child poetry, with publishers weighing in with "classroom author kits", activity cards for sensory development, cassettes to recreate responses to sound or scent samples for evoking special fragrances. It therefore obviously matters whether such a massive enterprise is justified, so when the author concludes that the poems produced are usually rubbish and that the whole juggernaut is a monument to sloppy, sentimental thinking, something has clearly gone very wrong.

This is no hasty judgement. Her book abounds in examples proving that while children can produce wonderful images in their conversation and writing these may have little to do with the selection and concentration necessary for a good poem. But urging pupils to put down the first thoughts that come into their heads and then gushing over the results is to risk damaging personality as well as the good name of poetry. In response to frenetic classroom encouragement ranging from shuffling vocabulary cards, supplying "outrageous last lines" to poems or writing to a formula such as "A comparison plus a comparison plus a wild dream plus an emotion," some pupils totally withdraw or else turn in plagiarisms, occasionally spotted only after publication. Others produce verse of appalling banality then feel "Really proud – like a literary celebrity at age eleven".

The position is more delicate with those few young children who do show genuine talent. One such, Hilda Conkling, had her first book of poems published in 1920 at the age of 10. Interviewed in later life by Myra Livingston, she now describes her gift as a handicap from which it has taken her a lifetime to recover. Certainly the picture of her dominant poet-mother is an unpleasant one rather as in the case of a more recent child poet, Minou Drouet in France. Each time over-publicity, parental pressure and the inevitable growing away from a childish perception of the world led to the loss of poetry itself. Small wonder that other once famous American child poets now reject their past efforts or that our own Romney Robinson, a 19th-century Belfast prodigy, spent the rest of his life trying to suppress his youthful poems published complete with a picture of their young author wearing rosetted slippers and nice white trousers.

As it is, the juvenilia of a Tennyson or Kingsley while obviously gifted is still richest in potential rather than poetic achievement. Technical faults at this stage are far more natural than premature facility, but knowing which mistakes to check and which can be left to work themselves out in their own good time is very hard, as is the whole business of encouraging rather than forcing children to write in the first place. The virtue of this admirable if repetitive study is that such questions are discussed with seriousness as well as erudition, containing much of value for all those teachers and pupils interested in poetry for itself rather than as self-advertisement.

**Nicholas Tucker**

## lingo

### Serendipity

When you crack your eggs of a m[illegible] ing, and see them slide g[illegible] around in the frying pan, you ma[illegible] be aware that you owe the exp[illegible] to the principle of Serendipity. B[illegible] do.

Teflon, which is the trade-na[illegible] Polytetrafluoroetheylone (it says he[illegible] is the substance that makes ya[illegible] utensils non-stick. Isn't [illegible] wonderful? Well actually, Teflon [illegible] not invented. It was stumbled u[illegible] when someone was trying to produ[illegible] refrigerant gas. Earlier, someone [illegible] led sulphur on a piece of rubber, [illegible] with surprise noticed that the m[illegible] became hard. This was called vu[illegible] ization, though what it had to do [illegible] the god of fire and metal-work[illegible] not obvious. Penicillin was an[illegible] example of Serendipity at work.

Whence the word? Serendip was th[illegible] ancient name of Ceylon, now [illegible] Lanka, and there was a fairy-ta[illegible] called "The Three Princes of Se[illegible] dip". These quaint characters "w[illegible] always making discoveries, by accide[illegible] and sagacity, of things they were n[illegible] quest of", wrote Horace Walpole [illegible] 1754. It was on this basis that he coi[illegible] the term Serendipity.

It caught on, and is still current [illegible] scientist used it recently on a r[illegible] programme, though not about his [illegible] work. It is markedly less common [illegible] less well-known than Eureka, and [illegible] very plausible reason. It was written [illegible] 1880: "The inquirer was at fault, an[illegible] was not till some weeks later, by t[illegible] aid of Serendipity, that the expla[illegible] tion was accidentally found[illegible] Archimedes exclaimed "Eurek[illegible] meaning "I have found", when [illegible] thought of a way of detecting t[illegible] adulteration of gold – what he h[illegible] been looking for.

You will see why far more peo[illegible] have cried "Eureka" than have c[illegible] "Serendipity".

**W S Brow[illegible]**

# Threesome

**The Oxford Library of English Poetry. Three Volumes Chosen and edited by John Wain.**
Oxford University Press £30 the set 0 19 212246 0.

In his introduction John Wain says that this set is designed to fill a gap left by the obsolescence of W Peacocks's *English Verse*, a seven-volume World's Classic. Volume one runs from Spenser to Dryden, volume two from Sackville to Keats, and volume three from Darley to Heaney, slightly oddly when he makes it clear that English poetry does not mean poetry in English. The set is elegant, handsomely produced, and everything in the book-as-object sense makes it highly desirable. You also get generous helpings of the great names in English poetry, but apart from lists of poems and authorial dates and an index of first lines there is little editorial help apart from a short introduction which contains an odd reference to an extract from Akenside's *Pleasure of the Imagination* which has not in fact been included.

**Edward Neill**



"How to astonish the French": and illuminating from Catherine Peters' Thackeray's Universe: shifting worlds of imagination and reality (Faber £12.95), which will be reviewed here soon

# Mentor

**Virgil: The Aeneid. Translated by C H Sisson.**
Carcanet £16.95. 0 85635 660 3.

C H Sisson has produced a large number of striking translations in recent years, most notably of Dante. Now he has undertaken the major work of Dante's mentor. His version hasn't the springing energy of Dryden's; nor, however, has the contemporary poetic language available to him. He also avoids the mellifluous, even mushy note struck by Day Lewis, a more recent predecessor. In doing so, Sisson, normally a fastidious writer, hasn't always escaped dryness or the occasional commonplace note; "women are full of chops and changes" for *varium et mutabile semper ifemina*, for example. But Sisson's dedication to the task of presenting Virgil's visionary quality to the computer age is always evident.

**Tom Deveson**

**Roman Britain.** By John Wacher (Dent £4.50. 0 460 02432 9). This handbook for scholars and enthusiasts of Roman Britain is now reissued. It covers succinctly the military and civilian aspects of the conquest and occupation, and contains many maps and photographs.

Five biographies in Croom Helm's Classical Lives series are now available in paperback. Rome's political turmoil during the final throes of the old republic is traced through the lives of **Sulla the Last Republican** (£7.95), **Pompey the Great** (£8.95), and **Mark Antony** (9.95), as well as the achievements of **Tiberius the Politician** (£9.95) and **Hadrian** (£7.95). These scholarly, and entertaining documents shed valuable light on the lives and times of some of Rome's greatest heroes.

**P S**

# Sanitized social history

**Jane and May Morris, A Biographical Story 1839–1938. By Jan Marsh.**
Pandora £12.95. 0 86358 113 7. £5.95 026 2.

Why "A Biographical Story" of Janey, William Morris's wife, and their younger daughter, May? What does "story" add to the concept of a biography? The assurance of entertainment as well as instruction, presumably; one definition of a story being a narrative designed for the entertainment of the hearer or reader. But this is not the kind of biography one would read aloud in the evening as a lively substitute for watching television. Parts of it are too dull.

They are dull for two reasons. There is not nearly enough personal documentation extant to enable Dr Marsh to flesh out the dollops of social history and psychological speculation in Janey's narrative, and the women themselves, though intelligent and perfectly likeable, are slightly too dull to hold centre stage for 300 pages. Much of the material concerning Janey's earlier life was used in Dr Marsh's *Pre-Raphaelite Sisterhood* (Quartet 1985), which on the whole is a far livelier book. Presumably in order to avoid plagiarizing herself, she has not re-used some of the pithier quotations.

To be plucked from poverty because one is beautiful is an age-old theme, and because of Dr Marsh's wish to see Janey's life from her point of view rather than Rossetti's or Morris's, the original reason why we know anything about her at all is underplayed. The events of her discovery by Rossetti are described, and her power and beauty are acknowledged, but it is all somehow sanitized. That moment of raw experience when the eye covets a stranger and lives are changed, is muted.

May's life is easier to recover because it is more fully documented. Dr Marsh makes a few attempts to suggest that her development was hampered by a male-dominated society, but then demonstrates that in fact she led an independent, useful life, happily influenced in her choice of work by her father, and ending up painstakingly editing all his manuscripts after his death. Her emotional life did not prosper smoothly. George Bernard Shaw let her down, and her marriage to another active socialist, Henry Sparling, did not work out. Janey was opposed to Sparling from the start, so instead of being in the traditional role of having to deal with her father's disapproval of her intended, May was subjected to her mother's. There is enough first-hand material to support this section of the book to enable the reader to speculate quite closely and with interest on May's feelings and Shaw's capricious behaviour.

Her career as a practitioner and teacher of design and embroidery was distinguished, and she ended her life at Kelmscott Manor in the company of a gruff lady called Mary Lobb who bursts into the narrative in her plus fours like a force-10 gale. Nothing dull about her as she berates Basil Blackwell for upsetting May because he wouldn't print all her father's manuscripts. According to Blackwell, Mary confronted him, "her legs a-straddle and her arms akimbo" and demanded he "publish *all* that stuff. Don't think I care a snap for the writings. I hate old William Morris – dreadful old bore – but I'll not have May worried".

Poor Morris! He seems to have been a good father. And I don't understand what Dr Marsh means when she says she does not "aim to assert" the significance of Jane and May Morris "in relation to the lives and work of the famous men with whom they were connected, demonstrating the importance of their contribution to artistic production and political thought [which is happily not the case here]". Why "happily"? If I'd been Morris's wife or daughter I'd have been proud to contribute to his political thought. Certainly May was proud to campaign alongside him, and at the end of her life put some of their shared principles quietly into practice in the Kelmscott village community.

This book has the appearance of being printed under severe economic restrictions, and even Janey's proud profile seems rather subdued in the dim black and white illustrations.

**Paddy Kitchen**

## PAPER BACKS

**Education and the Working Cla[illegible]** Brian Jackson and Dennis Mars[illegible] (Ark £4.95). First published in 19[illegible] this now somewhat archival study [illegible] the story of 88 children in Hudders[illegible] to examine the injustice inheren[illegible] selectivity and grammar school edu[illegible] tion. Although the educational deba[illegible] has moved on, this re-issue st[illegible] captures the mood of optimism s[illegible] rounding the birth of the comprehe[illegible] sives.

**Family and Kinship in East London** [illegible] Michael Young and Peter Willm[illegible] (Peregrine £3.95). First published [illegible] 1957, this elegantly written study [illegible] East End life describes how fami[illegible] from Bethnal Green coped in a ne[illegible] ern Essex housing estate. An excelle[illegible] new introduction sketches in the last [illegible] years, and re-emphasizes the and[illegible] original case for a humane approach [illegible] policy making.

**Lionheart Gal**, by Sistren with Hon[illegible] Ford Smith (The Women's Pre[illegible] £5.95). These 15 short stories, toget[illegible] with a well-researched, albeit predic[illegible] able, introduction describe the "[illegible] periences of oppression" of Jamaic[illegible] women. While the collection is a[illegible] interesting benchmark of Caribbe[illegible] feminism, the author's attempt [illegible] write extended narratives in pros[illegible] sometimes leave the non-expert rea[illegible] struggling.

**Orealla**, by Roy Heath (Flami[illegible] £3.95). Through the subtle and [illegible] tive story of Ben, cabman and [illegible] ist, and his struggle, against the od[illegible] to preserve his individuality, [illegible] Heath brilliantly portrays the pathet[illegible] ies and frustrations of life in Guya[illegible] His prose is fresh, vigorous and of[illegible] very funny, although the final effect [illegible] a telling restrained sadness.

**C L R James – his life and work**, edit[illegible] by Paul Buhle (Allison and Bu[illegible] £5.95). The letters, essays and [illegible] miniscences in this assessment pre[illegible] James as a man of amazing crea[illegible] energy. His involvement in Amer[illegible] Marxism, Pan-Africanism and [illegible] Black community in Britain are fas[illegible] ingly chronicled, although a c[illegible] spirit like his appears somewha[illegible] comfortable amid so much praise.

**David [illegible]**










# Musical staircase

**Music with Mr Plinkerton. By Eleanor Gamper.**
Ward Lock Education & International Music Publications £6.95. 0 7062 4651 9.
**The Young Maestros. By Thelma Manning.**
Oxford University Press £6.95. 0 19 321424 5.

*Music with Mr Plinkerton* is aimed at adults working musically with pre-school children. It would also be useful in infant classes where children have not had any structured grounding in music before school, as the points covered are all vitally important to the fundamental understanding of music.

Such areas as pulse, listening, pitch and dynamics are introduced by songs related to the child's experience. Many have actions explained, often accompanied by simple spoken or clapped ostinati – the ideal way to encourage two-part work from a very young age.

Mr Plinkerton – he is a musical note, with face, arms and legs – is a device to focus children's attention, and to link the visual idea of "up and down" with the sound idea. He has a climbing frame and staircase, and there are songs which relate to his movement. He is also used in a version of "Simon Says". Very simple rhythmic notation is introduced through the book: cherries joined together for quavers, and singles for crotchets, leading on to note-tail strokes, linked to speech rhythms, and the rhythms of songs. Sol-fa is used as the basis for the pitch work, with a staircase of tonic-sol-fa people, and ideas for the introduction of so-mi.

The final section of the book is made up of pages of posters (to be coloured and stuck together) and pictures relating to the various activities introduced earlier, which can be glued on to card.

*The Young Maestros* takes childhood incidents from eight famous composers' lives, and develops a fanciful story around each in an attempt to relate the happenings of times gone by with those of children now. However, I wonder how many children today have pillow fights and midnight feasts.

Following each story there are five sections connected to the content and music of the story: "Words to remember", a glossary of both musical and everyday words, with illustrations and explanations. "Things to learn", factual passage – dates, number of children etc – about the composer and his music – with some words in heavy type which are then explained. "Musical activities" which suggest the teacher should play pieces of music on the piano (although a comprehensive list of recordings available is given at the back of the book) while the children clap, sing or play. "Questions to Answer" is a ready-made section to test the children's comprehension and memory – very little to do with the sound of the composer's music. And finally "Things to do", which provides the teacher with follow-up ideas, some musical, but many are not – eg "using a composer's name, take each letter separately to form the first letter of the name of a country".

This book could be useful for those who teach a half-hour slot of music to eight and nine-year-olds and want to have a rest from creative music-making.

**Wendy Reynolds**

# Personal vision

**Onward from Butler : School Music 1945–1985. By Bernarr Rainbow**
Available from Curwen Publications, Coventry Centre for the Performing Arts Leasowes Avenue, Coventry CV3 6BH at 50p + postage.

Where are we now? Where do we go from here? Such questions have informed the debate leading to the publication of the national criteria for music in the GCSE and the DES discussion document, *The Curriculum: Music 5 to 16*. Dr Rainbow's pamphlet offers a personal analysis of developments in music education since the Butler Education Act and a vision of the future.

Central to his thesis is the view that, with the growth of instrumental activity and the impact of Sixties iconoclasm bringing multifarious new and beguiling approaches to music teaching in schools, we have often lost sight of fundamental principles. The outstanding achievements of the gifted minority, mainly in instrumental fields, have obscured a failure to provide adequately not only for the less able and the less privileged, but also for many who later become teachers of music.

The need for a more coherent and effective music curriculum for all is increasingly being recognised. Dr Rainbow proposes a "core curriculum" within which singing, and the enhanced aural awareness which stems from it, provide foundations for the development of true musical literacy. Such aspirations are by no means incompatible with the aims identified in *Music 5 to 16*, but Dr Rainbow challenges us to consider the (more contentious) means as well as the (more readily agreed) ends.

In advocating the readoption of sol-fa techniques in conjunction with firm commitment to singing, he is far from being alone. The marked expansion recently in the activities and influence of the Kodaly Society and the Curwen Institute suggest that their methods, firmly based as they are on traditional British practice, are not only fulfilling a perceived need but may also point the way forward.

**Ian Bartlett**

# Pulling strings

**The Young Violinist's Repertoire. By Paul de Keyser and Fanny Waterman.** Faber. Book 3. £4.95. FO 819. Book 4. £4.95. FO 819.
**The Bird Fancyer's Delight. By Philip Wilby.** £11.65. 55799. **Sounds from Ireland. Arranged by Stuart Barrie.** £6.80. 55797.
Chester Music Playstrings Series

Violin teachers and students alike will welcome the publication of books three and four of The Young Violinist's Repertoire series. Both offer an interesting and entertaining variety of pieces (folk, baroque, classical, romantic and modern) – many of which have not previously appeared in violin tutors. Whereas books one and two only use first position, book three introduces third position, and book four uses both first and third throughout. Harmonics and double stopping are also included in some of the longer pieces, for example the technically demanding "Rondino" by Parashkev Hadjiev which concludes the course.

On the whole the music is well-edited, attractively presented and scrupulously arranged. However, not all teachers will truly relish the prospect of trying to persuade their young Heifetzes or Sophie-Mutters to play four successive up-bows at the beginning of Mozart's "Pantomime" or to scamper faultlessly from second to first position when performing G-G sharp at the end of Kabalevsky's "Clowns". Neither will they all feel inclined to applaud enthusiastically Faber's press release where it proudly claims that all the accompaniments are suitable for "pianists who haven't been playing for very long or teachers who aren't pianists".

If only the melodies of the 18th century music selected by Philip Wilby for his string orchestra arrangements were as absorbing as those in The Young Violinist's Repertoire. Unfortunately *The Bird Fancyer's Delight*, originally created for the National Youth String Orchestra of Scotland and containing piece-titles as soporific as "Tune for the Linnet", "The Starling" and "The Woodlark", does not add much to one's knowledge and appreciation of either birds or music. The other new Playstrings book, *Sounds from Ireland*, contains excellent settings of the well-known favourites "Cockles and Mussels", "Londonderry Air" and "Irish Washerwoman", and is on a much higher musical plane.

**David Biermann**

**Further music reviews and articles in this week's Extra, pages 41–48**



*An illustration from* Music in Showbusiness, *by Paul Farmer and Frances Reilly (Longman Music Topics £1.50). This series is designed for 11 to 14-year-olds with no specialist knowledge: each book includes questions and suggestions for classroom work.*

# Calypso flavour

**Classroom Calypso. By Michael Burnett.**
International Music Publishers £2.50. 0 86359 3615.

*Classroom Calypso* by Michael Burnett, is a collection of 12 original songs which tries to retain some of the authentic calypso flavour while making them accessible for classroom use.

The melodies – which range from simple and unsophisticated numbers such as "Mango Tree" and "Ackee an' fish" to more rhythmically and melodically complex songs such as "Carnival" – are not intended to represent exact examples of the authentic calypso style. Most of the songs are just one verse with simple appropriate words and are intended to provide "topic-work links" for primary teachers. All the songs have both chord symbols for guitar/auto harp and piano accompaniments. Although these are apparently straightforward, and sensitively support but do not incorporate the vocal line, it is important that the familiar calypso rhythmic features are clearly articulated otherwise a great deal of the stylistic feel will be lost. The songs have a notated melodic accompaniment for fairly competent or "pre-rehearsed" players where the rhythmic feel of the calypso style is also of prime importance if only because the second accompaniment suggestions, which can easily be taught by rote, are in symbol and letter-name presentation and are simple "on the beat" patterns which in no way reflect or capture the authentic calypso feel or style.

**Leonara T Davies**

## CHILDREN'S LITERATURE

# Into the unknown

**Dinko. By Joan Phipson.**
Methuen £5.95. 0 454 00832 5.
**Full Moon. By Kenneth Lillington.**
Faber £6.95. 0 571 13792 X.
**Double Spell. By Janet Lunn.**
Heinemann £6.50. 0 434 94945 0.
**The Dream Catcher. By Monica Hughes.**
Julia MacRae £7.25. 0 86203 241 5.
**The Searcher of Longvale. By David Bradshaw.**
Lutterworth Press £8.95. 0 7188 2647 7.

The notion of minds with hidden attunements is common to all five of these novels. They range in genre from ghost story to science fiction to fantasy, but they share a preoccupation with messages from the unknown. The most ambitious is Joan Phipson's *Dinko*, which intermingles two stories of disaster. On the Adriatic coast in AD 614, Diocletian's palace and the peaceful fishing village around it are looted by barbarians; in Australia in AD 1999, nuclear terror devastates the land. At the centre of both these storms of destruction are single families who survive by trusting to the intuitions of boys – Dinko and Tom – who have some sort of telepathic link or shared memory. The name Tom, as readers of Alan Garner's *Red Shift* will remember, means "twin"; Dinko is Australian slang for the second person on a horse or bicycle. We are dealing then, as in *Red Shift*, with something more than mere historical parallel: with the nature of time. History is a kind of tape loop, endlessly superimposing itself.

Garner, exploring this idea, used a filmic technique of intercutting scenes, and in both the organization of his narrative and in its linguistic expression built up a theory of cosmology based on the pun: on the equivalence of "momentum" and "memento". Joan Phipson is much more conventional in language and technique, and while this certainly makes her book more accessible than Garner's, it means that we have to take her theory of time on trust, rather than experiencing it in the fabric of the text.

She tells her two stories in alternating sections, fusing them only briefly at the book's close. Both are gripping, but the reader is left short of clues with which to connect them. For me, the individual scenes firmly located within each period were more telling than the hints of cross-time experience. But whatever one's views on the success of the book's mysterious and enigmatic element, there is no doubt of its readability, nor of the power of its dual storyline to make the reader think about what changes and what endures in the human condition.

Kenneth Lillington's *Full Moon* also explores telepathic communication, and also suggests that there may be "other time systems than our own". The story follows a now-familiar pattern, of modern teenagers haunted by unfinished business from the past, but it is a far from routine performance. Lillington keeps his pen on a leash so that he always has something in reserve to screw the tension tighter, and over the course of the book he builds up a powerful atmosphere of threat and promise. The emotional crosscurrents on which this atmosphere feeds – particularly the jealousies and affections of the modern twin brother and sister and their father – are charted with a brilliant economy. The observation of how people behave is very shrewd, and the dialogue shows a keen ear for how people actually speak. Consequently, Kenneth Lillington, by simply recording what his characters do and say, can also tell us how they feel. *Full Moon* works as a ghost story and as a love story.

*Double Spell* by the Canadian writer Janet Lunn, is another finely tuned story of modern twins laying the ghosts of a previous generation, though without Lillington's edge of adolescent turmoil. It is a nicely rounded tale with believable characters and an intriguing mystery; if it lacks the compelling quality of *Full Moon*, it is nevertheless both readable and well constructed.

In Monica Hughes's *The Dream Catcher*, 15-year-old Ruth begins to receive disturbing dreams, seemingly from outside the self-contained protective Ark within which her post-apocalyptic community lives. The dreams send her and her friends out of the Ark and across the mountains to the similar Ark described in the earlier *Devil on My Back*; there, she finds Tomi and Rowan from the previous book, and helps them to overthrow the oppressive regime which holds the citizens of Ark One in thrall. Monica Hughes writes with her usual competence, and Ruth's feelings of being a misfit are sharply conveyed, but the other characters are woodenly drawn.

Lastly, David Bradshaw's *The Searcher of Longvale*, is a humorous fantasy novel which draws on the homelier aspects of Tolkien for its inspiration. It does not seem to me a very successful attempt at this difficult genre. The storyline is very loosely put together, and the characters are little more than comic or grandiose names with stereotyped speech patterns. The forces of evil are suitably grotesque – and Bradshaw is at his best in his queasy descriptions of slightly ludicrous horrors – but the question of their victory or defeat never becomes an urgent one for the reader.

**Neil Philip**

BOOKS

# Clapped in irons

**The Fatal Shore. By Robert Hughes. Collins Harvill £15.00.**

*The Fatal Shore* should carry a Government health warning, "Beware the hisoricism trap", for there are constant parallels with modern Britian and with some of the arguments all too frequently expressed there. Take, for instance, Robert Hughes' well-described panic among the bourgeoisie of Georgian London. Convinced that there was a rising crime-rate and a distinct criminal class, they campaigned for more prisons and enacted draconian laws to punish offenders – the death penalty was applied for "burning a house or a hut, a standing rick of corn, or an insignificant pile of straw; for poaching a rabbit . . ." The fear was the attack on property, and its expression increasingly tough sentencing policy, so often advocated in late 20th-century Britain, too.

Yet this did not answer the problem. Crime did not decline. Public hangings did not seem to achieve the desired deterrent effect. In the rookeries of 18th-century London, organized crime flourished and gin-sodden poverty prevailed. Resistance to creating an organized police force – perceived as infringing liberty – meant some other answer had to be found. In 1770, Captain Cook had discovered Australia. What better than to export a whole criminal class to the other side of the world, and use their forced labour to create a new part of the Empire?

Transportation had existed before, to America, now closed. But it had been a different system, with free settlers buying indentured labour – something the new colony could not yet provide. The upkeep of the felons "would be a dead charge on the government", yet it would nevertheless be the quickest way of settling the place, building it, and establishing it as British in a (misconceived) race against the French.

The convicts were loaded off the rotting hulks that had served them as prisons into the ships of the First Fleet under Captain Arthur Phillip. Without portholes, air-vents (when the hatches were battened down) or lighting, they spend stinking months below waiting to sail. Yet this was only the beginning of the horror that awaited them on their ill-planned venture.



Gang labour on the Great West Road across the Blue Mountains: Augustus Earle, 1826. From The Fatal Shore

The first years in Austrailia, split between Sydney and Norfolk Island, were hard, but the suffering was shared mutually by convicts and marines. As the economy improved, however, divisions became clearer. Convicts were the lumpenproletariat, to be used and abused, and by 1800 a certain Major Joseph Foveaux was installed as commandant of Norfolk Island, who "seems to have had the mentality of many a later camp commandant; Norfolk Island liberated him, enabling his sadism . . . to overflow far from courts and judges, thinly disguised as 'necessary rigour'." Torture was the norm, with floggings and clappings in irons reduced in size to pinch the flesh, while summary "martial law" hangings, such as of the Irish Wolloghan and McClean, were regarded as quite acceptable. It was a form of hell on earth, expanding as the numbers increased.

For the convict "experiment" began slowly. It took until 1814 for a thousand convicts to arrive in a year. 1831–35 was the "climactic period", with 26,731 convicts arriving in New South Wales and Van Diemen's Land. The "System" was established. It meant, though it was not so described, slave labour. It also meant a struggle to survive, for "it was easy to escape", but, once free, there was no future. They worked in chain gangs, labour squads and on assignment to free masters. Those who had a seven-year sentence often got a leave-ticket after four, for good behaviour. Yet more poured in, to acquiesce in the "System", or, if not, to be transported onwards to Norfolk Island's vicious treatment.

It was a cruel régime, ill thought out. Robert Hughes tells the story vividly and with compassion. Images of physical cruelty flash across the mind's eye, and descriptions sicken the stomach. Long though the book is, it is impossible to put down; one is emotionally driven to hammer at the British authorities, who invented the "System". Yet the Europeans thought our penal system gentle, our judicial system kindly, our rights for the accused over-generous. The "System" was indeed unforgiveable; yet people who survived it would otherwise have lost their lives at the gallows. That is not clear enough in this tale, and there are trifling but irritating inaccuracies – a date a year out in one of the maps, for instance – as well as some strange language, such as "encysted with fable" or "filthy and funky in the extreme . . ." Much can be forgiven, however, from the author of this sentence: "Malt juice and pickled cabbage put Europeans in Australia, as microchip circuitry would put Americans on the moon." This book is unforgettable. Read it.

**Julia Neuberger**

# Lit uncrit

**Teacher Extraordinary. By Mora Dickson.**
Book Guild £10.50. 0 86332 170 4

Joseph Lancaster was a remarkable man, a "charismatic teacher of genius with a rare vision", as the blurb here has it, who also seems to have been an egotistical and monstrous charlatan. He spent other people's money with single-minded speed and irresponsibility, and persisted in feeling betrayed at the slightest hint of criticism. When in trouble his watchword was spend more money and found more schools. So his schools proliferated, though the trustees of the British and Foreign School Society, which in the history books he's famous for founding, and long since removed all control of it from his unreliable hands. After bankruptcy in 1814, he was also disowned by the Quakers, from whose faith he first derived his conviction that education should be non-denominational.

But the "Lancastrian System" became renowned. Overwhelmed by numbers in the first school he opened at the age of 19, Lancaster set pupils to teaching each other, and invented the monitorial system. Andrew Bell had a similar method in his Madras Asylum, but it was Lancaster's name which stuck. Lancaster's "lads" became close to him, were trained as teachers as they grew older, and travelled with him all over the British Isles in his furious founding of schools. Others, however, were apparently flogged at his pleasure, Lancaster kissing and caressing them first, according to Francis Place, to persuade them to agree to it. His wife, perhaps not surprisingly, went insane.

Mora Dickson is a charitable biographer. She details Lancaster's consuming arrogance and unpleasantness while at the same time with a curious sleight of pen suggesting that he should be forgiven for them. And it's a pity she is unable to bring the book to life by a sense of history. She confuses Jacobins with Jacobites, and has little interest in the contemporary philosophical context of Lancaster's ideas about imposing discipline through rewards and humiliations, or its psychological implications. This is an uncritical biography in every sense.

**Jessica Saraga**

# Power and authority

**Headteachers At Work. By Valerie Hall, Hugh Mackay and Colin Morgan.** Open University Press £20.00. 0 335 15244 9. £6.95. 15243 0.

The authors of *Headteachers at Work* decided to observe different headteachers at work in their own schools. They noted what each actually did both during school hours and at home. Four were chosen as being representative of different interpretations of the role. Fascinating insights emerged on the wide range of priorities and emphases possible, not only by heads but also by l.e.a. officers, teachers and the many other "role senders" involved. The authors discovered that a head's activities are not only extraordinarily numerous, but also much fragmented. Heads delegate according to their own inclinations, sometimes too freely, sometimes hardly at all. One head even refused to delegate some of his school repairs.

Managers in industry will be surprised to hear that their nearest counterparts in school spend comparatively little time in formal meetings but, on this evidence, a considerable portion of their time at work in the classroom. The longest sustained activity for the heads concerned was teaching.

The heads tended to see all problems as important, and made a multiplicity of little decisions. Their styles of working were seen to depend, largely, upon their relationships with their own senior colleagues and upon the effectiveness of the organizations they set up to involve the rest of the staff and get things done.

Stress dominates discussions about headship. The authors are at pains to make clear the difficulties encountered by those concerned in coping with the currently ill-defined boundaries of power and authority. Not only is this a genuine cause of stress, it also makes it difficult for the authors to clarify further the head's responsibilities.

They were surprised by the complexity of the head's role. Heads who are only too conscious of current criticisms will be gratified to hear this. They will be interested, too, to hear that the education authorities consulted by the team kept no systematic records of heads' effectiveness, tending to add to files only during times of particular difficulty. Most important, the authors show clearly that the l.e.a. officers' perceptions were so unjust and inaccurate as to provide a very unreliable base for any management policy of the future.

One thing which emerges most strongly is the small amount of time spent by many heads in long-term planning for policy or curriculum development. Recent government publications require schools to develop management effectiveness, and to improve the curriculum by processes involving appraisal, evalutation, curriculum review and policies for staff development. The majority of heads described, whether classified as "teacher educators", "pastoral missionaries" or "leading professional cum chief executives", will have to accept that they must change. The head who excels in day-to-day interpersonal dealings and in teaching can only involve himself in these areas at the expense of those being of higher priority. The authors recommend immediate concentration upon the needs of deputies likely to be promoted to headship.

*Head Teachers at Work* will be required reading both for heads and for their critics.

**Geoffrey Howarth**

# Out of Huck Finn

Two years ago, Penguin took an inevitable step. They began to switch their Henry James titles over from the Modern Classic imprint to Classics *tout court*. The only measure of irony was a historical one, since it had been James, in his celebrated study of Nathaniel Hawthorne, who had listed all the reasons why American art and culture could not possibly hope to match up to that of Europe. By now, self-deprecation of that sort seems absurd; American literature requires no apology.

For many readers, a first point of introduction comes with either Twain or Cooper, both of them easily – but inaccurately – adaptable to juvenile tastes and needs. Of all James Fenimore Cooper's novels, **The Last of the Mohicans** (Penguin £3.95) has been the lasting favourite. The second of the "Leatherstocking" tales, it's still early in what D H Lawrence called the "crescendo of beauty, decrescendo of reality" marked by the series, a less subtle and disturbing book than *The Prairie* or *The Deerslayer*. None the less, in Hawkeye (elsewhere Natty Bumppo or Leatherstocking), it contains a character of genuine mythic proportions.

Hemingway once had a character say that all American literature came out of Twain's *Adventures of Huckleberry Finn*. Though the later book is far superior, it's fair to remember that Huck Finn came out of **The Adventures of Tom Sawyer** (Penguin £2.50). Set together, the two novels explore the basic opposition in Twain's mind and society between the values of home, order and responsibility and the inverted values of freedom and escape. Only in the later, sourer *Pudd'nhead Wilson* did Twain dare to attempt that opposition within a single narrative. The result was unrelievedly bitter. *Tom Sawyer* is Twain at his gentlest and its continued popularity is in no way surprising.

Long before James, and in his own person rather than in fiction, Benjamin Franklin had acted out the confrontation of the New World with the Old. As "Poor Richard" he presented an image of decent pragmatism, unencumbered by convention or precedent, or excess of intellect. It was a deliberately "American" persona, designed to suggest a fresh start, away from the hidebound decadence and aestheticism of Europe. **The Autobiography of Benjamin Franklin** (Penguin £2.95) is in its way as much fiction as anything of James's; for all its affectation of simplicity, it's as throughly worked out and executed a literary exercise as *The American* or *The Europeans* and at least as entertaining as the first of these. As Kenneth Silverman describes in an excellent introduction to a collection that includes essays and letters, Franklin provided the model for the arch-pragmatist Verver in James's *The Golden Bowl*, a tribute not unmixed with rejection and contempt. Verver's mind, like Franklin's, is a "strange workshop of fortune", a place not so crudely literal and acquisitive as its tenant would have us believe. Franklin deliberately played down his importance. The only signatory to all the founding documents of the Republic, he hid behind "Poor Richard" and legends about kites and lightning; a subtle writer, he preferred to be remembered as a humble printer.

Harold Frederic was a humble journalist who aspired to greater glory. Many American writers – Hemingway, Twain, Stephen Crane, Ambrose Bierce, Theodore Dreiser – started out as journalists (Norman Mailer took the opposite track) becoming novelists thereafter. Frederic's one real claim to literary survival stands out from a career of bland and banal writing. **The Damnation of Theron Ware** (Penguin £4.95) is a powerful, if, occasionally overcooked, attempt to cast the destiny of the whole nation through the life of a single man.

That was Henry Adams's ambition, too. His *Autobiography*, like Franklin's, is a work that aims far beyond mere recollection. There is every case for claiming that Adams is the most important, most distinctively American writer yet. His grasp of American life in his novel *Democracy* is the equal of James; his insight in the form and approach of the *Autobiography* into the special nature of the individual in American life and letters has been of crucial importance. Inevitably, his most dramatic insights about his native land are vis-a-vis Europe. **Mont Saint Michel and Chartres** (Penguin £4.95) is a work of art and architectural history that attempts no less than to imaginatively reconstruct the life and beliefs of 13th-century Europe from the perspective of early 20th-century America. It introduced Adams's celebrated opposition of the Virgin and the Dynamo, metaphors of great resonance and mystery.

Adams once calculated that the world would run down into chaos by 1917; a life-span would, by the yardstick of Chartres, not be so very great an error. It may simply be that in 1987 we lack Adams's sensitivity to the foreshocks of disaster.

**Brian Morton**

Frank Norris died in 1902, at the age of 32, leaving some essays and half a dozen novels, of which The Octopus is the best. A powerful story of the California railroad, it has now been republished (Penguin £4.95) with an introduction by Kevin Starr which emphasizes Norris's debt to Emile Zola. Despite its elements of melodrama, the novel has more than merely historical interest.



BOOKS

# Apocalyptic visions

**Misunderstanding Media. By Brian Winston.**
Routledge and Kegan Paul. £20.00. 0 7102 0002 1.

"It is difficult at the moment to set any bounds to the genius of mankind assisted by a force that can be multiplied, transported and modified at will," said a contributor to the *Revue encyclopédique* in 1830, witnessing the birth of the steam railway. The future, Dr Christopher Evans wrote, 150 years later, "will see a transformation of world society at all kinds of levels" and, like Monsieur Herpin, he attributed this transformation to "a single, startling development in technology" described in the title of his book as *The Mighty Micro*. Brian Winston's central purpose, in *Misunderstanding Media*, is to challenge the apocalyptic version of technological change propagated by writers from Herpin to Evans, and beyond.

Not even futurologists would claim that prediction is an exact science. In the 1980s, as in the 1830s, they have essentially three tools to work with: statistics, patterns of history; and utopain imaginings. The apocalyptic vision extraspolates from the first of these to arrive at the third, assuming, in the case of the microporcessor, an exponential rate of growth which allowed Dr Evans to foresee the death of the printed word, an end to war, a radical transformation to work, the abolition of money, the restructuring of political systems, and so on. Brian Winston, on the other hand, relies mainly on the detection of historical patterns to dismiss such predictions as hopelessly misinformed.

At the centre of his argument are the communication technologies, primarily television, but he supports his conclusions with evidence from a much broader range: telephones, computers, radio, lasers, calculators. He examines the history of each, in considerable detail, giving well-documented accounts of the different stages in their development. His aim is twofold: first, by restoring a historical perspective, to undermine the notion of accelerating technological progress; second, by discovering a pattern that inserts contemporary technologies into this perspective, to deny them their revolutionary connotations.

Human beings, even when looking towards the future, tend to consider the present an ultimate stage in evolution. The prophets of the 19th century, including Marx, harnessed the instrument of historical analysis to the millennial vision they derived from statistics and utopian expectations. They often made analogies with individual life, human kind proceeding through childhood and youth to its contemporary maturity. Beyond that lay not old age and death, but utopia, sometimes achieved by revolution. Winston's model is different. He proposes a long, cyclical pattern, repeated for each new technology, which leads from scientific competence, to ideation and the construction of prototypes. These lie fallow until activated by some "supervening necessity" which requires their invention and application. At this point, the technology may be potentially revolutionary, but social and political forces ensure that its radical potential is suppressed and only those realizations that can be contained actually go into production. So, against Dr Evans and others, he assures us that if television communications satellites and the microprocessor did threaten (or promise) a restructuring of political systems, those systems would make damned sure that no such restructuring took place.

The antecedents of the transistor, he asserts, "have been struck, as it were, from public record", to support the hypothesis of accelerating change, and he dates the scientific competence necessary for television back to 1602, its "ideation" to 1878 and the first prototype to 1881. The same for videotape recording: competence, 1807 onwards; "ideation" and prototype, 1927. Far from being revolutionary invention, television "has not produced a single image outside of the mainstream of bourgeois illusionism or the fad for the sixty-year-old repertoire of visual surrealism". The computer, integrated into business and academic life, will not threaten the structure of either and its primary purpose will remain, as from the start, war; otherwise it will replace the typewriter. And so on. Unlike apocalyptic visionaries, he claims no special authority or inspiration for these forecasts, apart from the evidence presented in the book: for that, you will have to follow his argument in full.

In any event, *Misunderstanding Media* is certainly a valuable corrective to some of the predictions made for the new information technologies. That we do know because, since the futurologists got to work seriously in the early part of the 19th century, we have acquired one instrument not available to them: the benefit of 150 years of wildly misinformed and inaccurate speculation.

**Robin Buss**



*John Russell-Taylor's biography* Edward Wolfe *(Trefoil Books £24.95) is timed to coincide with the exhibition of the work of this hitherto underrated "Bloomsbury" painter, who created sets for the Cochrane Revues and for ballets in the Thirties. Left, a self-portrait from 1930*

# Melting images

**Salvador Dali. By Meryle Secrest.**
Weidenfeld & Nicolson £14.95. 0 297 78992 9.



Salvador Dali at an erly age showed evidence of brilliant gifts. At 17 he left Figueres to take the entrance exam for the Academy of Fine Art in Madrid. The exam consisted of a six-day drawing from the antique to a specified measurement. He worked for three days while his father, who had insisted on accompanying him, paced up and down in the courtyard. The janitor alarmed him by reporting that his son's drawing was too small; after deliberating on the best course of action, the young artist rubbed it out. His fourth day paralysed him as did his fifth. He could neither eat nor sleep, but on the final day he finished a superbly shaded drawing in one hour, and was admitted to the Academy.

The juxtaposition of objects not normally related is a vital element in Surrealism. If the objects are not instantly recognizable the shock is lost. Dali possessed the fine art talent and training Surrealism requires.

The complexity of Dali's personality has its roots in a bizarre childhood. Salvador Dali was born in 1901 and lived for 21 months. His precocious intelligence, charm and beauty led his parents to regard him as a genius. Nine months after his death another Salvador was born; by giving him the same name his parents believed him to be the original phenomenon reborn. The notion of reincarnation was implanted in the second son who resembled his dead brother in every respect. This dilemma of identity became the dominating force of his life, which has consisted of a succession of grotesque performances designed to kill his rival by asserting his own divine madness. He states "I'm in a constant interrogation: where does the deep and philosophically valid Dali begin, and where does the looney and preposterous Dali end?" Yet he has left us unforgettable melting images, illogical visions executed with unrivalled technical virtuosity.

Meryle Secrest unfolds the dark drama of Dali's secret life in assured and elegant prose. Her astute assessment of his deepest fears make sense of his obsession with Gala Eluard. He viewed her with fear and fascination, as the other half of his identity. Together they collaborated in acts of outrageous jesting; she believed in him fanatically and ministered to his every need, though in the final years she became his demented jailer.

**Betty Tadman**

# Agoraphobia

**Safe Houses** by Lynne Alexander King (Penguin £3.95 0 14 008725 7). Fact and fiction mingle lavishly in the minds of a Hungarian and an Austrian refugee, living agoraphobic life styles in 1960s New York. Reminiscing on their pasts in wartime Budapest, the prostitute Gerda and Jack the pastry chef perfect the popular art of inventing nostalgic fact. The novel exudes tastes and smells of central Europe and provides a rich and exciting mixture of genuine experience and delicious fantasy.

**The Honeyman Festival** by Marian Engel (Penguin £2.95. 0 14 008976 4). Reflecting on her glamorous past life as a starlet and lover of the film director, Honeyman, Minn Burge prepares for a party in his honour. The "sound-and-light show of her subconscious" blends thoughts of her glittering past, with reluctant acceptance of her present reality as a harassed mother. Marian Engel describes the anxieties of motherhood and impending middle age with great sensitivity and flair.

**Family Myths and Legends** by Patricia Ferguson (Penguin £2.50. 0 14 008376 6). In her debut novel, Patricia Ferguson takes an original view of the skeleton-in-the-closet theme, producing a compulsive and sparkling book. Sharp observation of the grotesque and eccentric in family life is delivered with toe-curling accuracy. From the comic to the macabre, the book presents marvellous caricatures of members of a family, slowly uncovering a bizarre secret. The result is funny, fascinating and ultimately chilling.

# Pulpit thunder

**Orientations: Collected Writings. By Pierre Boulez.**
Faber £25.00. 0 571 13811 X.

Pierre Boulez is one of a small number of composers – his most notable predecessors are Wagner and Schoenberg – who have sought to justify their musical innovations in extensive theoretical writings. Here are 500 pages of essays, some of substantial length, others only a few paragraphs. They range widely, from general questions of aesthetics and music theory to thoughts (always perceptive) on composers from Beethoven to Messiaen, but almost all of them relate back to Boulez's own artistic outlook.

The tone is consistently polemical and dogmatic: there is only one way forward, Boulez insists, that of radical renewal of musical language, which means an absolute break with the defunct language of the past. Boulez had a strict Catholic upbringing, and but for the misfortune of having become an atheist he might well have ended up as a priest or a theologian, or both. Certainly some of his lectures reprinted here – they include several from his Darmstadt classes in the early 1960s – read like hell-fire sermons. "Any ignoring of technique and its importance brings a fearful vengeance with it, nothing less than a mortal disease inherent in the work [agreed!]. If you simply adopt a traditional technique, which has a purely factitious, illogical, decorative relationship with the facts of the historical situation . . . the result will be . . . a whited sepulchre." The voice thunders from the pulpit. No wonder a whole generation of composers was terrified into serial orthodoxy, from which some of them were never to recover. There are some curious anomalies in *Orientations*. Boulez is constantly attacking romanticism, yet is surely himself an arch-romantic. What is romanticism, after all, but an individual taking on himself what was previously decided for him by a society, or a church? A substitute religion, in fact. Boulez's romanticism has its origin in the aloof, superior, esoteric attitude of a Mallarmé, whose poetry he has memorably encapsulated in music. For a professed modernist, his is a curiously late 19th-century aesthetic. Boulez's pronouncements, too, have a characteristically romantic arrogance. Whereas a classicist, like Stravinsky, believes in a preordained order – a divine order, in his case – in which he is content to play a modest part: "I am the vessel through which *The Rite* passed."

There are a number of major 20th-century composers – Sibelius, Shostakovich, Britten and Tippett, to mention a few – who simply do not impinge on Boulez's world-view at all. I suspect that he finds British music totally irrelevant; no British composer gets a mention in these pages. The off-centre, highly individualistic approach to tradition of, say, Tippett would be, I suspect, completely alien to him – just as his own typically French dogmatism is alien to me. This is not to say I find *Orientations* an unrewarding book; on the contrary, there are brilliant insights on almost every page. Writing of how people judge others, Boulez says: "Without exception everyone says, 'Yes, he is really clever; he agrees with me.'" Not true, M. Boulez. Many readers will find themselves in disagreement with you, but there is nothing more stimulating than to disagree with someone really clever. That, for me, is the real value of this marvellously infuriating book.

**David Matthews**



Philip Wilson Steer: "The End of the Chapter", 1911. From British Art Since 1900 by Frances Spalding in Thames and Hudson's World of Art series (£4.95).

# Rich man, poor man

**Coming In To Land. By Stephen Pollakoff.**
**National (Lyttelton) Theatre.**
**Baphal By Percy Mtwa**
**National (Cottesloe) Theatre.**
**Losing Venice. By John Clifford.**
**Almeida Theatre.**
**Godspell. By John Michael Tebelak/ Stephen Schwarz.**
**Jeannetta Cochrane Theatre.**

*Coming In To Land* follows the attempt by a Polish nonentity to obtain political asylum in Britain. Halina R is not a famous dissident, nor a desirable cultural prize like a dancer. She is the middle-aged daughter of a dead government minister disgraced in Stalinist days, and she uses an adult-educational visit to London to make her escape aided by Andrew who brings her to his friend Neville suggesting that a marriage of convenience will ensure her freedom. She refuses, persuades Neville to get her a job illegally, hits the media with a story of police harassment in Poland which she has adapted freely from Dostoevsky. Under interrogation she is caught out and imprisoned pending repatriation. Neville renews his proposal of marriage which she unwillingly accepts.

It is a *Woman's Own* story graced by Alison Chitty's elegant designs, Peter Hall's urbane direction and Maggie Smith's brilliant acting as Halina. The play hardly bears examination. But for the long interrogation in Act Two – Tim Pigott-Smith coolly stonewalling Maggie Smith's dazzling display of lying – none of the characters appears to have any life off-stage, and the plot falls apart as their informative speeches attempt to put it together. Anthony Andrews deploys a considerable range of actors' techniques and great charm trying to give Neville life. But Neville's superb penthouse, the Tottenham Court Road Hi-Fi shop deserted during the Christmas rush, Halina's transformation from bag-lady to stunning fashion model in scarlet – these and other details of text and production are cumulatively implausible. We are left with a glitzy production containing a one-woman show of stellar brilliance: rich chocolate-box theatre.

*Baphal* by contrast is poor man's theatre. On bare boards a passion shared by three actors commands belief, arousing admiration, pity, anger and delight in 80 minutes non-stop. Sidney Khumalo, Aubrey Maolosi Molefe (Naledi) and Aubrey Radebe (Njandini) enact the story of two brothers in the South African Police Force who break ranks under the pressure of apartheid.

Punctuated by thrilling close-harmony singing and expertly drilled dancing, the story unfolds through scenes from contemporary life in a white suburb of Johannesburg and nearby Soweto. Khumalo's hilarious parodies of various Afrikaner senior police officers, disguised only by military cap and cane and patently false moustaches, bring mindless officialdom to life. When, as Njandini's schoolboy son, he sings "Mandela – Oliver Tambo" we hear Africa's authentic voice and seem to experience what life is like in the Boer Republik.

*Baphal* is a marvellous show: direct, simple, hard-hitting and very funny. Addressing political issues head-on, it succeeds brilliantly because it entertains superbly. English political theatre companies could learn from it.

*Losing Venice* is also entertaining. Edinburgh's Traverse Theatre's acclaimed production has arrived in London via Australia and Sweden, en route to Hong Kong. A 17th century Spanish duke marries his duchess and goes off to "save Venice from the Turk". Attacked by pirates, he lands in Crete (thinking it Venice) where he restores civil order brutally before rejoining his servants in Venice, only to be deported as a warmonger. Returning to Spain, nobody believes his claim: "I saved Venice."

A non-fable having contemporary reference (according to its author), the writing is good; the direction (Jenny Killick) inventive; the largely young company is bright and effective. Kate Duchene, a wonderful natural comedienne, shines in all her four roles.

Nabil Shaban shines in Path Productions' *Godspell*. Its intricate songs and demanding dance numbers make it a bad choice for a cast of handicapped actors. They do well enough and an audience of well-wishers shared their delight in their undoubted achievements. But this is not a subject for dramatic criticism.

**John James**

# China finer

**Aladdin.**
**Latchmere Theatre, Battersea.**

There seems little reason why this panto should start with some pre-curtain modern Chinese exercises from the cast – it puts one in mind of Edward Bond. Nevertheless, the opening song, "No Place Finer Than China", puts one's mind at rest, as does the barrage of puns, well aimed at the 6 to 11 age range. Some of them are actually new.

However, in its relentless pursuit of wackiness, this *Aladdin* falls a bit short of the mark on two counts. One, surprisingly for a children's writer as accomplished as Kjartan Poskitt, is plot. There isn't enough story, and the panto's frayed ending refuses to be satisfactory, despite copious applications of custard pie in the final slapstick scene.

The other problem is that the tiny Latchmere theatre has only one wing and can't fly. Sorry if this sounds like a panto joke in itself. It means that there aren't entrances both sides of the stage and no gallery above from which to drop in the traditional backcloths, hence problems of making the action seem continuous while changing the locations. There are some ingenious attempts to counter this, most notably a booth upstage from which characters magically appear and disappear, as in a Chinese magic show, but the trick wears a bit thin at times.

The spirit of the play is well judged, though, and there is some clever doubling. I particularly liked David Jarvis in the personae of a move along sir chinese policeman and as the second fiddle ring genie – an eccentric creation with a falsetto voice and independently swivelling eyes who is pitifully aware of the limits to his powers when compared to those of the more powerful genie of the lamp.

Writer Kjartan Poskitt makes an appearance as Widow Twankey, who is admirably free from the additives of campery and smut, and practically everybody in the cast takes a turn playing the piano. Good songs with silly lyrics, some wonderful costumes and some well worn jokes but, for some reason, complete omission of the "new lamps for old" scene.

**Nick Baker**

# Origins

**Original Sin.**
**Alhambra Studio Theatre, Bradford**

'Fetch the animals two by two.'
'By God, he *is* mad. He's built a bloody zoo!'

There's plenty of original fun and rhyming, both unsubtle and tight, in *Original Sin*, Peter Leech's broad modern translation of the Mystery cycle. The show opened Bradford's new Alhambra Studio Theatre and was specially written for the West Riding and Bradford Youth Theatre, a company of about 30 young adults between the ages of 15 and 22 who meet together regularly to enjoy the craft of acting. "The show isn't all-important", said Peter Leech, who is a full-time teacher. "What is perhaps more important is the weekly workshop. They enjoy working together, but it doesn't mean that all the kids are ready to perform in public. It's important to keep a balance between the two."

The opening effects of the play are powerful. God the Father (Nigel Guy); big, black, and shimmering, his you with rook-gospel. Lucifer (Darren Palmer); sexy and pouting in tight black gear, sings "I am Lucifer", one of the most exciting moments of the show. Another was his temptation scene with a disarmingly innocent, white-socked and turned-up toed Eve (Debbie Broadbent) and a most haunting song: "Forbidden Fruit" which featured some classy sax playing.

I was particularly impressed with Tim Leadbetter's music, which had variety and atmosphere and which gave plenty of scope to the chorus and to the many strong vocalists. They kept their best wine to the end, too – Sandra Graham's passionate valediction to the crucified Christ.

**Berlie Doherty**

# Future moves

**Future Youth Dance Drama Project.**
**The Place Theatre, January 8.**

"We just had the word Future and no more", explained director Felix Cross, describing the starting point for the Place Theatre's third youth dance drama project. This year the emphasis was on the integration of dance, drama and music rather than on technically perfect choreography, and the ideas for the content came almost entirely from the 40 young performers – with minimal guidance from the professional team of two choreographers and a musical director.

One girl wrote a song that everyone liked so it was included. The children were asked what things they would thank adults for and their ideas became the basis for the grand finale. Although, not surprisingly, they see a world dominated by violence, unemployment, the threat of nuclear war and even AIDS the show radiated life and energy with a good sprinkling of childish humour on which the professionals had obviously capitalized.

The styles of dancing reflected the wide geographical and cultural backgrounds of the young performers; there was everything from ballet to breakdancing, rap to old fashioned waltz. The graceful duet between oldest member of the cast (at the Ballet Rambert School) and the smallest eight-year-old provided one of the most moving moments of the show.

Many of the cast displayed a natural talent as acrobats, gymnasts or simply all round performers. It has to be said, however, that the standard of dancing was generally higher than the quality of the singing, due, thinks Felix Cross, to the British relaxed attitude towards the importance of music in an actor's training.

Of course, twice as many boys as girls apply to take part and all applications from boys are usually accepted. In the end it is the performers' commitment rather than their experience which determines the success of the project, and many cannot cope with the discipline of the four weeks of intensive rehearsals. "It's the process that counts, even if we only get a 20 minute show out of it" says Felix Cross.

He does recognize, however, that the project has to work as a performance. And *Future*, with its spontaneity, colour and vitality, certainly did.

**Philippa Davidson**

*Applicants for Youth Dance Drama projects must be under 18 and live in Greater London. No fee is necessary. For further information contact Dean Wyllie at the Place Theatre on 01-387 0161.*



Peter Bailie, Mike Brogan and Jack Power in Around the World in 80 Minutes

# Unknown waters

**Around the World in 80 Minutes**
**Passe-Partout Company tour**
**Act Justly**
**Compiled by Christian Aid/CAFOD. Collins £2.50. 0 00 599958 8.**

Drama specialists beware! You have always known the potential of your subject, now everyone else is coming round to your way of thinking, and borrowing the form for their own purposes. In a joint introduction to *Act Justly*, even the Roman Catholic Archbishop and Anglican Bishop of Liverpool recognize this. "Drama", they write, "is fast becoming recognized as a powerful means of communication and education in the Church. And they go on to give a whole-hearted welcome to the book which brings together a collection of sketches specially written to focus attention on some of the more intractible problems facing the world today.

Varying in length from about 30 seconds to 20 minutes, the playlets are meant as starting points for the discussion of such topics as international debt, food, water and the allocation of world resources. All prompts and support for unashamedly Christian solutions – the book has after all been compiled by Christian Aid and CAFOD, the Catholic Fund for Overseas Development – and come buttressed by factual introductions, bible notes and suggestions for follow-up work. Of limited classroom use, they will have an obvious appeal to those schools which still have expressly Christian assemblies, as well as to youth clubs and parish drama groups, although the dramatic quality of some of the sketches does leave rather a lot to be desired.

Rather more subtle in their approach, the newly-established Passe-Partout TIE company are also concerned with moral issues in a touring production, *Around the World in 80 Minutes*. Based on Jules Verne's *Around the World in 80 Days*, this begins with a breezy, 40-minute account of the story. The audience sit in the middle of the room and swivel on their bottoms as the three-strong company progress around them. Phileas Fogg and his engaging servant Passepartout survive opium dens and the scheming of Chinese sea-captains before arriving back exactly where they started and in the very nick of time.

It all works extremely neatly, the company knows what it is doing and the staging is simple and exciting. Unknown waters lie ahead, however, for the second half of the programme is devoted to workshops on the deeper issues which confront any 20th century reader of Verne's novel. This part was not presented at the preview of the production, but company members (who lead the workshops) say that they will be stressing the work being undertaken by the charity Intermediate Technology and doing their best to counteract the racial stereotypes which Verne presents.

In one respect this must be judged thoroughly laudable; but, deprived of the chance to see such demythologizing in action, this critic can only hope that it is lightly handled. Drama is too valuable a resource – and in many schools a visit from a TIE company is too rare an occurence – for it to be wasted on an ultra-serious denunciation of what was always intended as a work of fiction. Harriet Beecher Stowe and Enid Blyton have already disappeared from the shelves of some school and public libraries – is Verne really the next in line?

**Hugh David**

*Further information: Passe-Partout Theatre Company, care of Michele Young, 72 St John Street, London EC1M 4DT. Telephone: 01-251 0074.*





# Beyond nature

**The Sacrifice (15).**
**Lumière Cinema, Saint Martin's Lane.**

Andrei Tarkovsky died in December, so *The Sacrifice* is his last film. It will obviously be seen as a testament, though he was not aware while the film was being made that he was suffering from cancer, and the theme and treatment make it a clear continuation of his earlier work. It is imprinted with his individualistic style and intensity, as well as a concern for formal structure: this is a narrative within a narrative, framed by a repeated symbol, and the form is integral to the meaning. The first long take and travelling shot (both characteristic features of Tarkovsky's style, conveyed in Sven Nykvist's breathtaking photography) show us Alexander (Erland Josephson) and his young son planting a dead tree, then walking across the moorland with the Postman, Otto (Allan Edwall). The final scene finds the boy watering the tree in what we can interpret as a transmision from one generation to the next of either insanity or faith.

The symbol of the tree is only meaningful in terms of the story it encloses. A family gathering, overshadowed by personal conflicts, is interrupted by the televised announcement of an impending nuclear catastrophe. At the crucial point in the film, Alexander prays for salvation and the Postman, who is also an evangelist, tells him what he must do for his prayer to be answered. Alexander complies and the catastrophe is averted, according to interpretation, by miracle or madness. Did Alexander imagine the whole episode? Faith impels him to make a compensatory sacrifice, but his action, for those he is convinced he has saved, is proof of his derangement. By returning to water the dead tree, his son affirms the inheritance of belief in something beyond the processes of nature.

In his book *Sculpting in Time* (reviewed in *The TES* on August 29), Tarkovsky stated both the Christian belief and the Romantic conception of the film-maker's role that guided his work. He was not indulgent with actors or crew and only twice in *The Sacrifice*, in the depiction of Susan Fleetwood's hysteria and Josephson's final madness, do you feel that the playing, by a fine cast, is not incidental to his vision. The power of this vision is evident in the careful use of colour and in the framing of each shot. The camera takes the expansive landscape of Gotland and reduces it to the dimensions of the screen. Shooting from above, it hardly ever touches the sky, except in the first and last scenes. The natural air is either viewed through a window, or a haze of trees, or always just beyond the top of the screen, the edge of the moor or the line of the sea. The effect is to exclude nature and to make every shot an interior, but developed in such long takes that one has no feeling of oppression in moving about this inner space.

Others may argue, against a *cinéma d'auteur*, that film is a cooperative enterprise involving actors, cameramen, scriptwriters and so on. Tarkovsky would have none of it and his films are the clearest statement of the counter-argument. Everything, from the initial concept to the final form, is his, regardless of location, language or finance. *The Sacrifice* is the work of a man who believed that the film-maker, as author, could become "the creator of an unconditional reality, quite literally of his own world," and some testament to that belief.

**Robin Buss**

*As a tribute to Tarkovsky, Channel 4 is showing a documentary on the making of* The Sacrifice *on Thursday, January 22.*



Television

# Great debates

A couple of days' television last week provided a sampler of the main themes and attitudes in recent debate on education in Britain, supported by statistics to show alternately that standards are falling, and that they are not falling, that comprehensives are working, or that they are not working, depending on the starting-point from which you chose to read them. Comparisons were made with other countries, notably France and West Germany. The consensus was said to have broken down and it was alleged, then denied, that there is a new consensus on the failure of the system. And we saw an ambitious Secretary of State once more in the headlines with his views on curriculum reform.

If you are trying to achieve a consensus view, it is probably not a good idea to put Baroness Cox and Chris Searle on the same sofa and ask them what should be done about standards. Michael Ignatieff (Thinking Aloud, BBC2, January 11) made two or three attempts to bring the conversation back to his question, but to little avail. The discussion was further complicated by having Anne Corbett and Digby Anderson on another sofa beside Cox and Searle, but this does not mean that it was uninteresting or uninstructive. It underlined, first of all, the lack of agreement on basics which differentiates this country from France.

While Corbett was expounding the benefits of a nationally-agreed curriculum, and the state as liberator, the other participants defended the corners of a seemingly eternal triangle. For Digby Anderson, the key question is "who decides?", and the answer is that parents can be given the power to do so within a free-market system. "Like selling apples and cabbages," was Corbett's description of such an approach to developing the young mind, and Anderson agreed that, essentially, this was his case. Baroness Cox emphasized the need for religious and moral education and Chris Searle, starting from a very different set of moral principles, blamed underachievement on the "forces in society that forbid academic success". Each of these standpoints implies a now familiar set of opposing values and precludes agreement on what is taught or how.

While This Week (ITV, January 8) brought together economists and doctors to argue a parallel question of who decides on medical care, a new series of Diverse Reports (Channel 4, January 7) returned with an illustrated commentary on Kenneth Baker's speech to the Conservative Party Conference. Reporting from Knowsley, it contested, point by point, his assertions that standards are falling, that comprehensives fail both the most and the least academic pupils, that the education they give is not relevant to the needs of industry and that City Technology Colleges are the answer. Of course, you could argue that one good school in a good authority does not disprove Baker's general case, but it was useful to have a contrary view. That, after all, is the function of *Diverse Reports*.

One striking piece of evidence in the programme came from two adults who had gone back to Halewood Comprehensive to complete their education, after earlier failure at school. Adult, further and continuing education are one of the best features of a British system which, however irrational it may look from beyond the Channel, has derived some advantages from a history of decentralization and apparently haphazard growth. By now, we hardly needed **The Money Programme** (BBC2, January 11) to tell us that training for apprentices is better in West Germany, but the programme did point to an example of a positive approach by a British firm and, for once, did not leave you feeling that we might as well scrap all our existing institutions and start again.

What we obviously lack, by comparison with other countries, is a conviction that there are elements of a shared culture, beyond the basics of reading and writing, that are the birthright of all British children. The actual content of this curriculum is perhaps less important than the tacit agreement about it which, as Anne Corbett said, is taken for granted in France. Kenneth Baker is likely to find that it is easier to draw up a book list for English and History, than to sell it to parents, teachers and politicians with philosophies as divergent as those of Chris Searle and Baroness Cox. "You referred to Bismark and Napoleon," he told Peter Sissons on Channel Four News (January 9) – though I did not catch any previous reference to those celebrated educational reformers. Be that as it may, the remark suggested the direction in which his thoughts are moving, and one former Education Minister should perhaps take note.

**R B**

Radio

# Club gossip

Studying the BBC's analysis of how it fills the various networks confirms an awful lot of suspicions. Yes: half of Radio 4 is filled with current affairs and documentaries, with another 13 per cent taken up by news. The figures also confirm that the continuity announcements are spreading like chickweed. They now occupy 4 per cent of the network – over 100 more hours per year than they did 10 years ago.

In fact they fill nearly as many hours as does the Light Entertainment department. Despite not being one of the larger contributors to Radio 4, this is still responsible for 344 hours a year. That means a lot of jokes, far more than it has to provide for Radio 3 where they broadcast only six hours of light entertainment last year – another suspicion confirmed. But when you consider how much trouble television seems to have in finding a half-decent script, radio's Light Entertainment department (under Martin Fisher) seems to fill its time with ease.

Its latest stylish series is **Tales from the Mausolcum Club** (Radio 4, Saturdays 11pm, repeated Fridays 12.27). A six-part series of separate stories, it is centred on an eccentric gentleman's club at the turn of the century. The qualification for membership is the ability to spin a compelling yarn. Each of the six yarns turns out to be a literary parody. The series opened with Terence Stamp, Spike Milligan, Andrew Sachs and Joss Ackland guying H G Wells in "The Inaudible Man". Yet to come are "Jess of the B'Ournevilles", "A Study in Starlets" and "The Turn of the Knob".

This week's tale had a typically Conradian character all at sea in "a story of a journey into the very darkest part of barbarism". "Heart of Skegness" followed a Mormon missionary on his epic voyage from Zeebrugge in search of a lost colleague. As typhoon and thunder roar, he agonises, "Are we in hell?" "Almost. Clacton." comes the answer from a sea captain Conrad probably would not recognize. Richard Pearson is at his prissy best and has brought to life a major comic creation in Captain White. His ship is the *Rose Cottage* which he hopes to decorate with wisteria. "The clematis wouldn't take," he explains. "I'm not over-fond of water. That's why I had her registered in Basingstoke."

Matt Frewer has a fine way with understatement as the missionary reaching the Babylonian horrors of Skegness: "Drink. Sweetmeats. And deckchairs." Eventually he finds the lost colleague once capable of converting three and a half Hottentots per minute but now mayor of the seaside resort that is so bracing. The scripts for this series rarely falter and are by Ian Brown and James Hendrie. The producer is Paul Spencer.

This weekend attention might also be directed to Radio 1. Tomorrow afternoon sees the return of Johnnie Walker who will present a five-hour sequence which starts with a documentary about Richard Branson and Virgin: "The Immaculate Conception?" Later we are promised "lots of album tracks not usually associated with daytime radio". If this is a case of a further outbreak of Intelligence, on Sunday afternoon we can hear the "replacement" for *Top of the Form*. Radio 1 presents *Pop of the Form* (Sunday, 3.30pm). I shall be listening.

**David Self**



**Having taken three of the Italian Tour Awards, the Scots are the stars of this year's Cadbury's National Exhibition of Children's Art, an invigorating show that once again manages to overcome the organizers' dogmatic insistence on arranging everything according to age and with little or no concern for how the items are displayed. The exhibition is on display in Swansea until January 17, thereafter Bristol (January 23–February 20), Oldham (February 27 – April 1), Hull (April 10 – May 16), Dundee (May 22 – June 26) and Belfast (July 3 – August 7). Above: "The Fallen Girl", etching by 17-year-old Etta Jakobson.**

**Michael Clarke**

**Among this week's contributors:**

**Julia Neuberger** is Rabbi at South London Liberal Synagogue

**Gillian Peele** is Fellow and Tutor in Politics at Lady Margaret Hall, Oxford; she was a member of the minority group on the Kilbrandon Committee.

**Nicholas Tucker** is lecturer in psychology at Sussex University.

Marguerite Duras won the Prix Goncourt two years ago for *L'Amant*, a semi-autobiographical novel recalling her childhood in Indochina. The Sea Wall (Faber £4.95), first published in 1950, also has an indochincse setting for a fable about the inability of a colonial family to put down permanent roots in the country. It works on both levels and has been more than competently translated though (apparently for reasons connected with the prejudices of American readers) the work of the translator, Herma Biffault, is not acknowledged.

RESOURCES

# ASE'87

# The biotechnology bandwagon

**John Barker reports on biology equipment at the Association for Science Education exhibition**

For the first time ever the annual meeting of the Association for Science Education was held this year in Wales at University College, Cardiff. Some 3,500 – 4,000 members attended the meeting which was held from January 2-5.

The manufacturers' exhibition, as usual, contained a fascinating number of new items – some of which would make any biology teacher's eyes gleam, even though they might severely deplete the department's budget!

Starting with some smaller items on Irwin's display, the Tempa DOT disposable thermometers (RA 3352, £1.09 for a pack of eight) are small flattened sticks, one end of which is placed in the mouth. The temperature is read by observing the pattern of coloured dots against a fahrenheit temperature scale.

A small microscope, the Naturalist (RA 3367, £8.60), showed some novel design features: the lid of the plastic box container becomes the microscope base, and plastic forceps and a probe are supplied with specimen vials and microscope slides. The instrument is said to give a magnification of 60x. Another low-priced item in the same display was an electronic thermometer (RA 3365, £11.15) in °F and °C, reading from – 20°C to + 50°C. More expensive but more versatile was a digital pulse rate meter (RA 3344, £39.50) to be worn on the wrist with a sensor which fits over a finger-tip.

The meter provides a variety of facilities from straightforward pulse reading to measuring pulse recovery after exercise. Clock demand stopwatch facilities are also included.

BDH has a range of Aquamerck simple test kits, each designed to be virtually student-proof, with simple step-by-step instructions. More than 12 kits are available, from a chlorine test (16601 25, £4.24) to measuring the pH of seawater (16611 2V, £3.96), the cost per test varying from 2p – 12p.

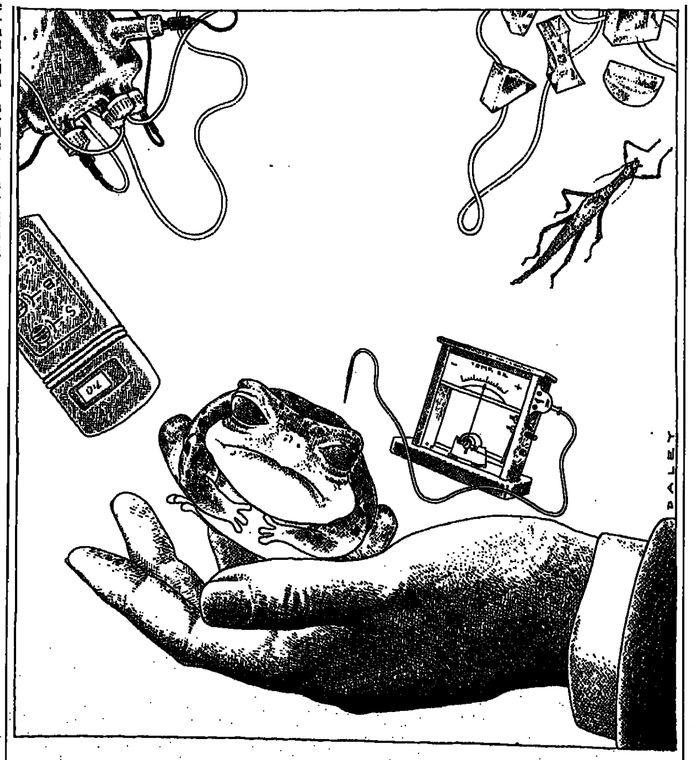
Turning to living materials, Small-Life Supplies displayed a range of their exotic stick insects and an up-dated version of their cage. It is sturdily constructed and provides an ideal home for the insects. It is available until the end of February at a special price of £33.

C E Offord exhibited their Nature Study kit designed and used in Channel 4's *Nature is Exciting* series – to be repeated next summer. The kit enables the young naturalist to explore the living world in a variety of habitats, using the well-established Offord Scientist x20 Microscope. Apparatus is included to allow collections of specimens to be made from habitats ranging from freshwater to leaf litter.

There was also a clear view magnifier (S 855, £12.50), with a lens of 150mm by 90mm mounted on a support and giving a magnification of 1.7x. A new stereoscopic microscope (MHR-320) with a magnification of 20x, rack and pinion focusing, provided in a wooden case, came at the competitive price of £85, with a high intensity focusing spot lamp, available as a single (0250/0249, £48), or a double (0250C/0249, £88). The units can be focused over a range to give a disc of illumination to a fine high intensity spot. The heat output is rated as low, which would make the lamp particularly suitable for examining living specimens.

Still on the microscope trail, a firm new to the exhibition, Meta Scientific Ltd, showed a range of microscopes with encouraging prices. A standard type of school microscope, the MIC 805, with three eyepieces and two objectives giving a magnification range of 60x to 600x, costs £114. The MIC 815 differs from the 805 in that it possesses a sub-stage Abbe condenser, NA 1.25, with an iris diaphragm.

Two low power binocular stereomicroscopes MIC 900, £178 and MIC 915, £212 completed the range. The first provides widefield eyepieces and a magnification of 20x, with a low voltage incident light illuminator. The second has an inclined ocular tube and a more sophisticated type of illuminator with both incident and transmitted light.



Griffin & George also had two new microscopes, G50 (YSF-320-N, £520) with a dual viewing head allows teacher and student to view at the same time, and also has three objectives and a built-in illuminator. The second, G1000, is a professional instrument, the basic model (YSF-350-P) is £924.40 but it is also available with phase objectives (YSF-354-X, £1,384) or with a trilocular head for photomicrography (YSF-358-N, £954).

There was a wide range of other new items on Griffin & George's stand. A new student kymograph from France (YTA-300-U, £291) with speeds of 1, 3 and 10 millimetres per second was an interesting design as the motor and controls are located above the revolving drum, the whole apparatus being supported on a firm tripod base. It would be especially valuable for use with a spirometer. Mentioning spirometers there was a pocket one (YTK-100-F, £54.70) shown – you simply exhale into the mouthpiece and the dial reads off parameters, such as vital capacity and expiratory reserve volumes. A digital sphygmomanometer (YTH-612-W, £48.60) was simple to use and gave a readout of systolic and diastolic values together with the pulse rate.

Among the ranges of models was one in a flexible rubber compound. This included: sections of the small intestine (ZKJ-748-B, £26); three dimensional skin section (ZKJ-562-Q, £45.42) and a three times life sized lower jaw (ZKH-770-C £34.64) all sturdily constructed and attractively finished. There was also a pelvic maturation set (ZJY-596-Q, £52.70) consisting of three life-size replicas of a female pelvis at ages 15, 18 and 24. They clearly showed the growth changes with age. A couple of years ago Griffin introduced a life-size birth model containing of a female pelvis and a "birth-doll", this year they showed a miniature birth model (ZKK-258-B, £10.57) at one-third life size.

A life-size "slipped disc" replica (ZJY-956-M, £11.50) consisted of two vertebrae and the slipped disc between them – giving an instant visual appreciation of the nature of the problem. Finally a number of plastic human anatomical models ranging from a pregnant female (ZKJ-035-N, £31.50) to a one third sized figure with a circulation system (ZKJ-050-O £57.30). Using a battery-powered pump water could be circulated through a set of coloured plastic tubes.

Basic Biotechnology (ZBA-185-L, £49.50) produces kits not usually available in the school laboratory – such as agar seed medium, callus and plantlet media. It provides materials for a series of investigations ranging from simple plant tissue culture to ones involving immobilized enzymes and cheese production. The toothpaste kit (ZFK-345-T, £23.92) starts with samples of toothpaste – and a toothbrush – and provides the means to carry out a number of tests, such as measuring abrasive action, presence of binding agents, pH and a fluoride test. Finally, the "Washing Powders at Work" kit (ZPK-490-T, £23.45) begins with the premise that exact formulations of washing powders are difficult, if not impossible to obtain. The kit permits students to carry out tests to investigate parameters such as solubility, bleaching power, phosphate levels, enzyme action and, of course, cleaning power.

Finally, from Griffin & George two major new developments. First "Body Senses" two packages which form part of "Biology Health and Fitness", a joint project between the Secondary Science Curriculum Review/Association for Science Education and the Health Promotion Research Trust. The packages were finally developed after extensive trials in pilot schools in the phase before commercial production. The two units are The Heart Sensor which is concerned with the circulatory system, (YTH-100-M, about £85) and the breathing system, Breath Sensor (YTH-110-P, about £95). A dual sensor package at about £160 (YTH-120-V) will also be available. Each package consists of a sensor which picks up and transmits information from the body to a microcomputer where the software interprets, analyses and displays it. Thus, for instance, the pulse beat, picked up from an ear lobe, can be displayed on the monitor screen as an animated heart beating in synchronization with the pulse. Using the dual sensor, program data from both sensors can be displayed on the screen at the same time.

The second major development is a fermenter (ZEB-900-A, £1,985). This is a sophisticated version and has been trialled in some 80 schools in the UK and supported by a Department of Trade and Industry grant. The whole reaction vessel with its electrodes is autoclavable in a high-dome pressure cooker. An amplifier unit, situated above the vessel, provides signals suitable for pH, oxygen, temperature control and stirrer speed. The fermenter system is interfaced with a microcomputer which can receive measurements from various sensors and display them. The computer can use these inputs as a basis for controlling the activity in the reaction vessel.

The equipment comes with appropriate software programs and an extensive user's manual. Also included is a comprehensive pack of materials, the "Fermentation at Work" kit, which provides the materials and the knowhow to carry out a number of investigations using the fermenter. This kit (ZEB-903-F, £93) is, of course, available separately for use with other designs of fermenter.

Philip Harris Biological also had a fermenter kit (M85000/3, £525), but they have approached the problem rather differently and come up with a less expensive, but less sophisticated solution. The reaction vessel and its control unit enable the temperature to be controlled over a range of 20°C to 34°C plus 40 and 42°C, the pH can be controlled with optional pH monitoring or control. Monitoring outputs are provided for chart recorder or a micro computer for temperature and pH. The experiment kit that comes with this provides details of a number of investigations, such as looking at the growth of the cultured organisms, the effects of different temperature or pH regimes and the production of products – biomass, alcohol, etc. Allied to this is another piece of software, "Fermentation" (A25825/8, £14.20). The program simulates fermentation using aerobic and anaerobic yeast, a mould and a bacterium. The student can alter various parameters: substrate concentration, cell mass and temperature.

Alcohol Fermentation kit (M8480/1, £17.95) basically investigates the process of fermentation by the ingenious use of large plastic lemonade-type bottles. Using this kit, alcohol production, changes in cell mass and so on can be followed. Cell Fraction kit were a series of five kits which enable students to assay different components of a cell. Each kit covers one component: nuclear, protein, microsome, lysosomal and mitochondrial. They are priced from £9.50 to £19.75.

Using the Tobacco Tissue Culture kit (M8391/9, £15.50) students get tobacco seedlings, obtain explants and then, by the use of different media, can stimulate the growth of roots, or shoots, or the complete regeneration of a tobacco plantlet. A final kit was the Bacterial Leaching kit (M84550/0, £9.75) which demonstrates bacterial leaching of coal containing pyritic sulphur using *Thiobacillus* bacteria. Linked with this kit is a slide filmstrip set, Mineral Biotechnology (M2090/0, slides £17.75, M2090/8 filmstrip £12.83) which explores the background and application of mineral biotechnology to a greater depth.

People Packs (M9003/4, £19.25) are a novel approach to the understanding of simple human inheritance. The pack will be of especial value to GCSE biology as it provides a dynamic approach to genetics.

Finally, from Philip Harris, a series of Labdisc (M827509 to M828009, at £8.95) is a new notion in resources. These software programs for the BBC B/Master computers contain instructions and notes on topics taken from the Harris range of biology kits. Using a wordprocessing package a teacher can alter the instructions and produce worksheets and background notes to suit the particular needs of a specific group of students. Presently available titles include: Cycles in Nature, parts one and two; Genetics; Microbiology; Plant Growth and Development.

Judging by the apparatus and materials on display this year, the manufacturers appear to be jumping on the biotechnology bandwagon. However, it seems that many people are uncertain where the bandwagon is going. A good illustration of this is in the development of fermenters – is it to be a plastic lemonade bottle or will technology at a price? Perhaps both have a place somewhere in the science curriculum, but we do need to decide exactly what the operation is intended to achieve.

**Firms Exhibiting**

*BDH Broom Road, Poole, Dorset BH12 4NN.*
*Griffin & George, Gerrard Biological Centre, Worthing Road, East Preston, West Sussex BN16 1AS.*
*Irwin-Desman Ltd, 294 Purley Way, Croydon CR9 4QL.*
*Meta Scientific Ltd, 7 Rapiers Close, Windlesham, Surrey GU20 6ZL.*
*C E Offord (Microscopes) Tickenham Road, Hurst Green, Etchingham, Sussex TN19 7QT.*
*Philip Harris Biological Ltd, Oldmixon, Weston-super-Mare, Avon BS24 9BJ.*
*Small-Life Supplies, 9 Upton Avenue, Cheadle Hulme, Cheshire SK8 7HT.*



RESOURCES

# ASE'87

# Short circuiting

**Bob Fairbrother reports on physics and technology equipment for primary and secondary schools**

One of the new firms displaying their wares at the ASE exhibition was Cirkit. They had a wide range of electrical and electronic apparatus and accessories with a 5 per cent educational discount off all orders. I liked the Clock/Timer (37-00201, at £9.90 + VAT) which had three digital programmable timers, each capable of timing up to 30 hours, and each giving a distinctive audible signal to indicate time out as well as a flashing LED.

The useful Timeswitch (Cirkit 2000, 37-00200 at £32.95 + VAT) is a 13 amp mains-powered switch which plugs into a standard mains socket. It has a built-in battery-backed clock with an LCD display showing the day and the time and six time sequences programmable over seven days, giving 42 separate on/off settings each week. Electrical apparatus up to three kilowatts can be switched. For investigations and demonstrations you can get four Miniature DC Motors (21-06700, for £0.93 + VAT). They run off 1½–4½ volts. You will have to solder connecting wires to the motors, and find some way of attaching a cog or pulley wheel to the axle.

The growth of technology in primary as well as secondary schools is giving rise to a need for a miscellany of materials ranging from simple pieces of wood to complex computer interfaces. The local DIY shop can sometimes supply some of your needs, but for simple plywood wheels, try Technology Teaching Systems Ltd. Plywood Wheels for use with 4mm dowel axles cost £3.60 for 100 wheels, 34mm diameter (ref TWW34); £4.50 for 100 wheels, 54mm diameter (ref TWW54); and £4.75 for 100 wheels, 74mm diameter (ref TWW74). A pack of assorted sizes (40×74mm, 40×54mm, 20×34mm) costs £4.60 (ref TWWM).

If you want the Wooden Dowel as well, this will cost £2.50 for a pack of 20×2 feet lengths (ref TWD). Wobd Packs are also available. The most expensive pack is 100×2 feet lengths of 10mm×10mm pine (ref TWBB) costing £16.35. A useful Perspex Mitre Jig (ref TPJ) holds the wood and the dowel so that cuts can be made at 90 degrees or 45 degrees; it costs £3.75.

If you want to go further into DIY and technology, buy a Shapersaw. I saw one on the Philip Harris stand for £49.50 (ref C83191/0), but they are available elsewhere, so shop around. The Philip Harris saw has a vibrating blade which can cut wood, plastic and metal. A coarse blade can cope with hardwood up to 10mm thick, and a medium blade will deal with metals up to 3mm thick. The blades are very narrow, which means that complex shapes can be cut if needed. Spare blades cost £1.60 for a pack of 10.

One of the nicest things about this saw is that it is very safe to use; the vibration of the blade is such that it has great difficulty cutting soft materials like skin, and so you can touch the blade without getting hurt.

There are three additions to Philip Harris's excellent range of Electronic Sensors: the Milliammeter Sensor (C67824/9, at £39.86); the Voltmeter Sensor (C67820/2, at £38.75); and the Ratemeter Sensor, (C67835/4, at £52.69). Basically these sensors detect a range of inputs, but output to a computer a maximum of 1.0 volt, thereby protecting the computer. So, for example, the Voltmeter Sensor can measure up to a maximum of 20 volts in four ranges, and the Ammeter Sensor a maximum of 10 amperes also in four ranges.

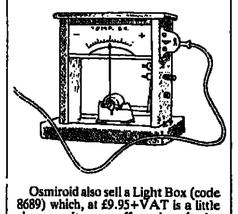
Commotion Technology Supplies offer a wide range of gears, pulleys, wheels and a Shapersaw which is £8 cheaper than the one supplied by Philip Harris. However, I was particularly interested in some Kynar Piezo Film (or Kynar Electric Film) which generates a potential difference across its faces when subjected to changes of stretch or compression, temperature and illumination.

For £35 plus VAT you can get an experimental pack containing a mounted sample, an unmounted sample about 10cm×5cm and an 80-page book containing full technical details and some experimental uses. You can also get 10 smaller pieces, each about 3cm square, for £4.50. Connections are made to the opposite surfaces of the film using self-adhesive copper tape or just copper wire stuck down with sticky tape. You cannot use solder.

Economatics are offering Lego at unbeatable prices, for example, Lego Technic I – Mechanical Functions at £14.75.

For serious work with forces and their effects, try using the Griffin and George Strain Gauge Kit (KRB 200 B, costing £55.12). For this you will get 20 gauges, abrasive and cleaner for cleaning the surfaces on which they are to be mounted, adhesive and mounting pads for securing them to the experimental surface, and some waterproofing wax to protect them once they are in position. You can also get a Strain Gauge Amplifier (KRB 220 K) for £68.60. This may seem expensive but its operational amplifier circuits are fully protected against careless connections, and it will drive analogue and digital meters as well as a chart recorder.

For the more traditional "bread and butter" science, the Griffin Ray Box (XFE 301 C, at £16.24) is sufficiently cheap to obtain several and allow individual students to explore the behaviour of rays of light. It contains a 12V, 24W lamp and a slit plate with single and triple slits. There is a wide range of accessories, for example, some transparent acrylic plastic blocks in rectangular, triangular and lens shapes for about £5 each.



Osmiroid also sell a Light Box (code 8689) which, at £9.95+VAT is a little cheaper. It runs off a six-volt dry battery, so the light output is rather less than that of the Griffin instrument but it comes with three coloured filters and two flexible unbreakable mirrors. The Osmiroid offering is probably more suitable for primary schools who do not have access to power supplies capable of giving 12V at 24W.

Back to Griffin and George again. I liked their Griffin Millisecond Timer (XBG 300 J, costing £139). It is very easy to use with simple make or break to start or stop counting, and a hold switch to enable a reading to be taken while counting continues. The seven-segment LED display reads up to 99,999 seconds, and the figures are large enough to be seen two or three metres away.

There were also some Magnet Swivel Stands, (XJP 910 G, at £19.99 for a set of four). These are acrylic stands on low-friction metal bearings which really do rotate smoothly. The stands will hold either cylindrical or rectangular magnets, and the only drawback was that the magnets tended to be pulled off the stand when another magnet was too close.

On the Unilab stand this year I saw a very useful Mini-HT Supply (017.003, costing about £15). The supply plugs on top of a six-volt lantern battery and is capable of giving 200 volts, with a safe short-circuit current of only 50 micro-amps. Also very new was a Picoammeter (017.020), at about £70. This instrument has seven ranges from 100 pico-amps to 100 nano-amps. A Coulombimeter (003.815), costing £28.25 can measure charge and give a three-figure digital display up to a maximum of 999 nano-coulombs.

Unilab have redesigned their Student Oscilloscope (032.602). Its specification is very similar to their old instrument, which it now replaces, except that it has an auto-trigger on either an upward or a downward-going pulse, it has eight switched input voltage ranges from 0.05V to 10V, it has a new and simpler design of case, and at £132.70 it is £13 cheaper!

I liked the Bibby SMP1 "3 in 1" Stick Meter. It measures pH values from 0 to 14, potential differences from –1,999mV to +1,999mV, and temperatures in the range 0 to 100°C. It runs off a 9V dry battery giving about 100 hours of continuous operation, and displays values with 12.7mm high LCD characters.

Another firm which was new to me was Solex International. They had a very nice Digital Clinical Thermometer, ST130 (with a three-digit display) for £7.50, and ST140 (with a four-digit display) for £8.50. Both versions displayed the highest temperature reached in a range from about 32°C to 42°C until the instrument was reset. The best thing they had on show, however, was an Electronic Digital Balance (SC200) costing £55. It weighs up to 1,000g with 1g resolution, and can display either grams or ounces. It incorporates a simple calculator and a time clock and alarm clock, all of which are operated using a membrane keyboard, and runs off 9 volts (6×UM3 batteries) which last for a year with 10 minutes' use per day.

White Electrical Instruments are particularly well known for the high quality of their Interscale Instruments. These are excellent demonstration instruments which, by using different plug-in dials, can measure a wide range of ac and dc values of current and voltage using one basic instrument. The basic standard instrument costs £81.25, and the dials cost £14.57 each for the dc versions, £18.80 for ac voltage dials and £27.05 for ac current dials. The firm will supply any dials of your choice.

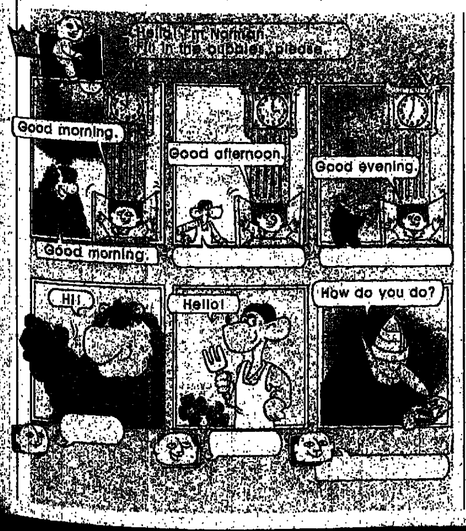
Irwin-Desman have a wide range of apparatus – particularly worthy of mention are their Student Meters. At £5.10 each they are a real bargain. They are all moving coil instruments; RA3250 measures 0–1 amp, RB3250 0–2 amp, RC 3250 0–6 volt, and RD3250 0–15 volt.

I have deliberately not referred to the very large range of electronic and microelectronic equipment on display (including computers) as this area would require an article in itself. Unilab, Griffin and George, and Philip Harris are the main suppliers and the CLEAPSE School Science Service is a source of good advice.

**Firms Exhibiting**

*Cirkit Holdings plc, Park Lane, Broxbourne, Herts EN10 7NQ.*
*CLEAPSE School Science Service, Brunel University, Uxbridge, UB8 3PH.*
*Commotion Technology Supplies, 241 Green Street, Enfield, Middlesex.*
*Economatics (Education) Ltd, Epic House, Orgrave Road, Handsworth, Sheffield S13 9LQ.*
*Griffin and George, Bishop Meadow Road, Loughborough, Leicestershire LE11 0RG.*
*Irwin-Desman Ltd, 294 Purley Way, Croydon CR9 4QL.*
*Osmiroid International Ltd, Fareham Road, Gosport, Hampshire PO13 0AL.*
*Philip Harris Ltd, Lynn Lane, Shenstone, Litchfield, Staffs WS14 0EE.*
*Solex International, 44 Main Street, Broughton Astley, Leicestershire LE9 6RD.*
*Technology Teaching Systems, Penmore House, Hasland Road, Hasland, Chesterfield S41 0SJ.*
*Unilab Ltd, Clarendon Road, Blackburn BB1 9TA.*
*White Electrical Instrument Co Ltd, Spring Lane North, Malvern Link, Worcestershire.*

RESOURCES/VIDEO




# Cartoon characters

**Susan Norman on an English language course from the BBC**

**Muzzy in Gondoland**
VHS, £75 (+ VAT)
BBC English, PO Box 76, Bush House, Strand, London WC2B 4PH.

*Muzzy in Gondoland* is a lively video pack for teaching English as a foreign or second language to young children. The pack consists of a video, a cassette containing the songs and a "talking dictionary", six full colour booklets, a song book (with music), a black and white workbook, a book of notes for parents or teachers and various sheets of cut-out-and-stick-on bits and pieces for the various games. The whole is enticingly packaged in a bright yellow vinyl suitcase.

Muzzy is a clock-eating monster from outer space who becomes involved in the lives of the royal family of Gondoland and helps resolve the love affair between Princess Sylvia and the royal gardener. The video is of high quality, the story is appealing and well told and the cartoon is cleverly contrived to make the simple language involved easily understood. Norman, a pencil-outline character, comes along on his bicycle every so often to highlight, explain or practise specific examples of new language.

The six booklets correspond to the six episodes in the video story which they reproduce in cartoon form along with a great variety of simple, fun exercises, puzzles, games and songs, so that the language is absorbed effortlessly, almost as a by-product. The back of each book opens out into a board game and there are lots of opportunities for colouring, cutting out and sticking in. Further activities are provided in the workbook.

The Parents' Notes give general information about how to use the material with children; an answer key and the video script.

There is no doubt that the video and the booklets will appeal to young learners. My only query is the definition of "young". I'm sure that many children aged anything from four to 11 will enjoy and benefit from the pack, but so much depends on the sophistication or otherwise of the individual child. While you risk offending the upper end of the age group with such a cartoon, not all the younger ones are going to cope with many of the concepts which they may well not have come to grips with in their own language: things like numbers up to 100, telling the time (even though only the "o'clock" times), a map of Europe, calendars and a weather map.

Presumably the children of any family that can afford this kind of pack, though, will have no problems with spaceships, computers and parking meters.

The materials seem primarily to be aimed at the individual market: parents buying one complete pack for a child. However, the booklets and workbook can be bought separately or in sets of 10 as a supplement which theoretically opens the market to private teachers and language schools. Since the learners write in the booklets, though, each child needs a full personal set, which may prove rather expensive for class use.

If motivation is the key to learning, then the pack deserves to succeed, and with more and more people keen to start their children learning English at a younger and younger age, I would have thought that success was assured.

RESOURCES/VIDEO

# Our daily bread

**Use Your Loaf**
VHS, £5.99 + VAT
Allinson Wholemeal Bread Education Service, 644 Bath Road, Taplow, Maidenhead, Berks SL6 0PA.

This video packs into 26 minutes a great deal of information about bread and the vital part that it has played in nutrition through the ages. In effect, there are five sections – history of bread, milling, different kinds of bread, baking your own bread, and nutrition, all running naturally from one to the other.

The presenter is Keith Chegwin, well known to children from various television programmes, and he brings to the programme that particular blend of naive charm and enthusiasm which makes him so popular. Much of the video is based in the studio, with practical demonstrations including the making and baking of a loaf. There is also a participating audience of about 30 children.

All of the material will find its place in the primary and middle years' curriculum. We see various kinds of grain and the breads which are made from them all over the world, as well as the ingredients. We are also helped to understand the way they work together.

Much play is made of the nutritional virtues of wholemeal bread, but the sponsor is never obtrusive. At the price, this is an excellent resource for general classroom work in the primary school or for work with younger secondary groups in home economics.

**Gerald Haigh**



# Guides to the past

**Jessica Saraga on a video course for A level history**

**The Dissolution of the Monasteries**
**The English Civil War**
**The Unification of Germany**
**The Scramble for Africa**
VHS £22.60 each + VAT
Warwick History Videos, University of Warwick, Coventry CV4 7AL.

Warwick University History Department's new video series for A level and undergraduate courses is the response to the increasingly visual nature of our culture, and an underlining of the importance of seeing and experiencing in history as well as just reading. The presenters of these first four tapes, (there are seven more in preparation) are therefore not just talking heads, but guides among the heritage of the past. Professor Scarisbrick wanders through ruined monasteries, and Dr Lenman down the derelict Charlottenburger-strasse with the Brandenburg Gate and the Wall behind him; Dr Clifton lurks among the oak panels of 17th-century houses and dramatically points a musket at camera, telling of the squalor, the danger and the hardship of Civil War.

The way he tells it is more graphic than the frolics of the Sealed Knot, who inevitably come in too, "fighting" enthusiastically in the immaculate costumes they've made themselves and are rather careful, apparently, not to get muddy. Their horses don't get hurt either, and there's no blood anywhere. Dr Clifton just with words, makes you believe different. He finds better illustrations in the rough portraiture and satirical drawing of the popular broadsheets and woodcuts spawned by the breakdown of censorship in the 1640s.

As a modern realization of a historical idea the Benedictine community at Buckfast Abbey does better than the Sealed Knot. If the monks had worn tonsures you could believe yourself back before the dissolution, watching them pray and listening to their timeless, plaintive plainsong. The switch at the end from monastic chant to secular madrigal reminds us that of the nearly 1,000 religious houses which once existed in Britain, it's the ruins that prevail.

Altogether the visual approach is a success. But it can only ever be secondary to the ideas it illustrates, and the impact of these videos lies more in the powers of communication of the writer/presenters and the tight construction of their talks. There are fresh and intriguing angles. Professor Scarisbrick explains the shocking rapidity with which the monasteries disappeared by describing the extent to which many were duped into co-operation by suggestions that what was being planned was reform and renewal, monasteries being replaced by religious colleges. He also attributes far more of the impetus to the King than to Cromwell, though he never quite explains just what he thinks Henry VIII's motivation was. "Greed?" he suggests with a deep question mark. "The desire to be master in his own realm? Anti-clericalism?" We can take our pick.

Dr Clifton's concern is to emphasize the scale of the English Civil War, its grave unpopularity right from the start among all but the tiny minorities who started it, and the devastation and suffering it caused. He cites the gentlemen whose estate was plundered six times, three times by each side, and the crippling taxes being endured and paid by 1646. One of the lessons of it all is what happens when politics break down. Politics was not allowed to break down again.

The two 19th-century tapes to benefit from wide-range approaches as well as good maps and graphics. Need German unification have happened as it did? Would it have happened without Bismarck? How much influence did the intolerance of minorities engendered during unification have on the future development of Germany? Again, we're provoked to thought, not led to any answers.

Just as thought-provokingly, Dr Smith illuminates the scramble by describing developments in the countries before it. Expansion was nothing new, and there were still internal African empire builders in the 19th century. But he also emphasizes that what Europe was doing was exporting the tensions produced by industrialization and nationalism to a new arena where maps and rulers were almost as lethal as Maxim guns.


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## edits

**WORKOUT**
Central Television's "Workout" series is now available on video.

The six parts of the series include an explanation of ways work has linked individuals in society, the effects of unemployment, credit unions and co-operatives, and job changes for women.

Each episode lasts 30 minutes, and all six on one cassette cost £45 from Guild Education, Guild Sound and Vision, 6 Royce Road, Peterborough PE1 5YB.

**BUILDING A BUSINESS**
The Midland Bank has put together a series of four booklets, coupled with a video, as an aid to new and existing enterprises.

These are designed to help people through the early stages of business life, with advice on how to create a professional approach to good management and evaluating and controlling the future of the venture.

Further details from Midland Business Banking, Ref Business Plan, Communications Section, Business Sector Marketing, Poultry, London EC2

**LOOK AHEAD**
"Whaddya Gonna Do About It" is a film which shows two boys and two girls watching a schools television broadcast about career opportunities. They agree and disagree with the programme's content, but what are they going to do about it?

The video has been made by Albany Video, using actors from Greenwich Young People's Theatre unemployed group. It is accompanied by teachers' notes and material for discussions and will be given to all secondary schools in the Greenwich area.

Copies of the video are available from the "Look Ahead" Committee, Greenwich Council, 41 Wellington Street, London SE18 6PW.

## AIDS

**A unique public education video aimed at preventing the spread of this devastating disease.**

produced by
**The Health Education Video Unit**
**Leicestershire Health Authority**
narrated by
**John Humphrys**

The programme is a 15 minute mini-documentary blending computer graphics with live imagery to provide a thorough understanding of the disease. The video illustrates its history, basic science, modes of spread and means of prevention in a readily understandable form. It is designed for the general public and is particularly suitable for secondary school children. A resume emphasises precautionary measures and listing further sources of information accompanies the cassette.

The video has been awarded a 'PG' certificate by the British Board of Film Classification. It is available for purchase at £60.00 or 3 day rental for preview at £18.00 in both VHS and Betamax formats. Orders over 3 copies attract considerable discounts.

Orders to the Health Education Video Unit,
Clinical Sciences Building, Leicester Royal Infirmary,
P.O. Box 65, Leicester LE2 7LX.
Telephone 0533 550461



MEDIA



'Brookside': the soap with no pub

# Beneath the soap

**David Self on a media education series**

**SCHOOLS TELEVISION**
**The English Programme: Understanding Television**
ITV, Thames, Wednesdays 10.33am.

When you buy a television, you are given instructions on how to plug it in and tune it. You are not told how to watch. That is remedied by a new unit of four programmes on *Understanding Television*, being broadcast as part of *The English Programme*, starting next Wednesday. Like an earlier unit, it is intended to help older secondary pupils "read" or decode what appears on the screen and to appreciate that what we view is the result of a whole variety of political, financial and artistic decisions.

The makers of these particular programmes have had to resolve an unusual problem: how do you make television which captures and holds the interest of the viewing pupils but at the same time alienates them sufficiently to react critically to what is being shown? For, as Andrew Bethell puts it in his introduction to the unit (in the *English Programme* booklet), "programmes that make 'good television' will, by their very nature, have very little effect on the way students view television."

The first two programmes are, by any account, "good" television – which is not to suggest they will be unsuccessful. The first, "Image Analysis of *Widows*", is particularly valuable. This is a serious critical analysis of a short sequence from a drama series in which a group of women train to execute a robbery originally planned and rehearsed by their men-folk. The two training sessions were intercut in the original drama. First, we see the original sequence and then are shown how the juxtaposition of shots, camera angles and the pacing of the sequence all make subtle statements (absorbed subconsciously by the viewer) about character, and also develop plot and realism. Especially interesting are the comments of *Widows'* director, Ian Toynton, and musical director Stanley Myers, who demonstrates how his score (which we have scarcely registered) contributes so much to the dramatic effect.

The second programme looks at soap. Asking the question "Are They All the Same?", it sets out to analyse *Brookside*. This of course is different from the others, if only because it's the soap with no pub. It also has some very strong storylines and there are moments when the selected clips seem primarily a very enticing trailer for *Brookside*. However, interviews with the producer and scriptwriters show how character is developed and social issues explored in storylines such as Rod Corkhill's decision to join the police, Damon's unemployment and the rows between Sheila and Karen Grant. There might have been a moment to show how the violence of Barry's arrest, especially his head thudding on the ground, was (presumably) simulated.

Even so, this unit promises to be a valuable addition to the growing resource of media education programmes and is usefully complemented by the booklet *Understanding Television*, available from Thames Television, 149 Tottenham Court Road, London W1P 9LL (£2.95).

# Frank view

**CHILDREN'S TELEVISION**
**The Diary of Anne Frank**
BBC1, Sundays 5.00pm.

Librarians, even those who stamp the books in boys' secondary schools, often express amazement at the continuing popularity of *The Diary of Anne Frank*. And on the face of it, the appeal of a war story that has none of the excitement of Pat Reid's *Colditz* books, no violence and no clear-cut goodies and baddies, is rather puzzling. But, as the sensitive adaptation now occupying BBC's Sunday afternoon "classics" spot amply demonstrates, there is another side to the book.

Like *The Young Visiters* (or come to that *Winnie the Pooh*), it is written with that simplicity and directness to which children have always responded. It is in every sense a modest book, and that essential modesty shines through in the four-part serialization. Anne's personal interpretation of the events which took place in the secret rooms of a house in Amsterdam's Prinzengracht has of necessity been opened out. But if we ignore the wider perspective and try to forget that her father Otto was the only member of the family to survive the war, what remains is basically a quiet domestic story.

Despite the "televisualization", Anne remains the centre of Elaine Morgan's script. Everything is seen through her eyes; and indeed there is no attempt to hide the selfishness which is so much a part of adolescence. Like teenage girls everywhere, she believes that everyone is against her. Of course, she has more to put up with than most girls, and the tensions grow as the number of fugitives increases: Mrs van Daan is not easy to get on with, her son has even been allowed to bring his cat.

Katharine Schlesinger, who plays Anne, manages to suggest all this very well, but director Gareth Davies must also be given credit. He was after all faced by that most difficult challenge – making a television play look interesting when it is, by its very nature, confined to just one set. He succeeds brilliantly, turning a weakness into a positive strength by shutting off the outside world entirely. Like Anne, all we see of it are occasional shots of soldiers glimpsed through a gap in the curtains; but that does not make it any the less real or threatening.

**Hugh David**

## briefings radio & tv

For schools

**ADVANCED LEVEL ENGLISH**
NB (Monday, Tuesday, 00.30 VHF4)
An illustrated commentary on "Doctor Faustus" investigates particularly Marlowe's fascination with the devil.

**SEEING AND DOING**
(Tues 11.10, Wed 11.22 ITV)
The first in a five-part series to encourage teachers to use computer software with six to eight-year-olds.

**HISTORY LONG AGO: THE CHINA PROJECT**
(Tuesday, 14.05 VHF4)
The first programme of "The China Project" is a radiovision broadcast presenting Chinese civilization to nine to 12-year-olds.

**ENGLISH RESOURCES**
NB (Wed, 00.30 VHF4)
Radiovision programmes, one on Thomas Hardy, the other on Jane Austen, to be used as an introduction to the authors before reading their works.

**LIVING LANGUAGE**
(Thursday, 14.20 VHF4)
The literature of China is the theme for nine to 11-year-olds for the first part of this term.

**ENGLISH: ARCHIVE RESOURCES**
NB (Thursday, Friday 00.30 VHF4)
A short series intended to give secondary pupils and teachers an insight into 20th-century Chinese literature.

**EARTH SEARCH**
(Friday, 11.00 VHF4)
"China Today" is a radiovision programme on the geography and people of modern China, for nine to 11-year-olds.


THE ENGLISH PROGRAMME
**UNDERSTANDING TELEVISION**
Wednesdays, 10.33am. ITV
Starting January 21st
**GCSE Media Studies**
For full details of programmes and pupils book, contact:
Schools Information Officer, Thames Television PLC,
149 Tottenham Court Road, London W1P 9LL. (Tel: 01-387 9494)
Thames Education for ITV Schools

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**J LADBROOK 01-253 3000**

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**Remember to Record:**

Geography, History and Literature programmes from **THE CHINA PROJECT** for Primary and Secondary schools: early Chinese civilisation to present day Chinese society in History: Long Ago; Living Language; Earth Search; Radio Geography; Our Changing World; English: Archive Resources; Radio History.

**TECHNOLOGY & DESIGN**, a multi-media package introducing students to the applications of new technologies, problem solving and the design process in real-life situations (complementing the television series).

**HELP YOURSELF**—the independent study package combining audio cassette and student workbook.
BIOLOGY: HUMAN PHYSIOLOGY—science and technology made relevant at a personal level: Blood sugar control, Sex hormones.
YOU AND THE LAW—rights and responsibilities of adulthood, in particular leaving home.

For further transmission details see The Radio Times or contact:
BBC EDUCATION (CTHY),
London W5 2PA. Tel: 01-991 8013.

BBC EDUCATION
RADIO 4

ENDPAGE

# Torture by spelling

Having taught in Finland, where spelling is completely logical and children often teach themselves to read before starting school, I find it difficult to see our spelling as anything but a sophisticated exercise in child cruelty. And the human cost is high in other ways. More than a million adults are illiterate and carry on enormous handicap in our highly literate society.

Adult reading classes have little effect. Something more fundamental is needed. There are two options. One is to let everyone spell as they please. Some teachers already refuse – openly or implicitly – to drill children in spelling so that the skill is being lost. This trend is clearly undesirable, but the alternative of spelling reform has always appeared worse.

The answer of the arm-chair theorist is to make spelling totally phonetic. This approach was tried with the initial teaching alphabet (ita) and it failed – in part because we cannot simply abandon what we have inherited.

There is anyway an objectionable assumption behind the idea that spelling should be phonetic. This is that everyone should pronounce English in the same way. Nowadays when regional accents are spoken with a new pride – even on the BBC – this premise is unacceptable.

Phonetic spelling is therefore not only unworkable and undesirable. It is also unnecessary. If we have learned anything about human skills, it is that things that seem difficult often turn out to be easy, and vice versa. The first step to reform would be an investigation into the difficulty of present spellings.

To some extent we can anticipate the findings. Reform depends on appreciating the ways in which our spelling follows the Law of Diminishing Returns. In the simplest terms this means that a lot of spelling is quite simple and that a little is very difficult so that increasing effort brings ever smaller increases in learning. "Cat", "sat" and "mat" follow easily learned rules. "Plough", "tough" and "dough" have components that must be learned individually and words like "phthisis" and "diarrhoea" must be learned by heart. At a rough guess, 50 per cent of spellings would cause 10 per cent of the difficulty and 10 per cent of spellings would cause 50 per cent of the difficulty.

The law is also exemplified in our use of words. Everyday life can be managed with a very limited vocabulary. We use others with diminishing frequency and some very rarely.

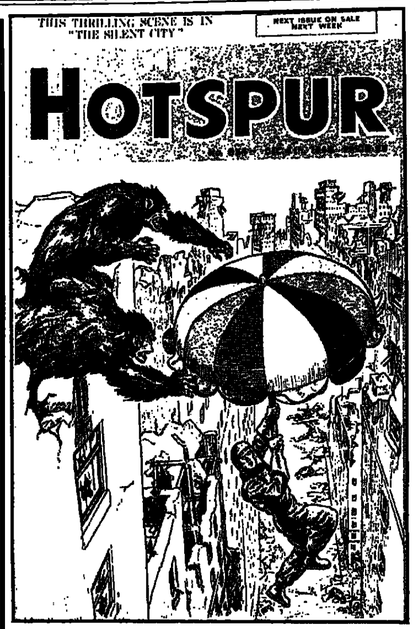
These two observations can be combined to form a strategy for reform. Identify the words in common use which give difficulty. Modify these so that they follow existing simple rules. Apply these rules to the less commonly used words and a large part of the difficulty will disappear.

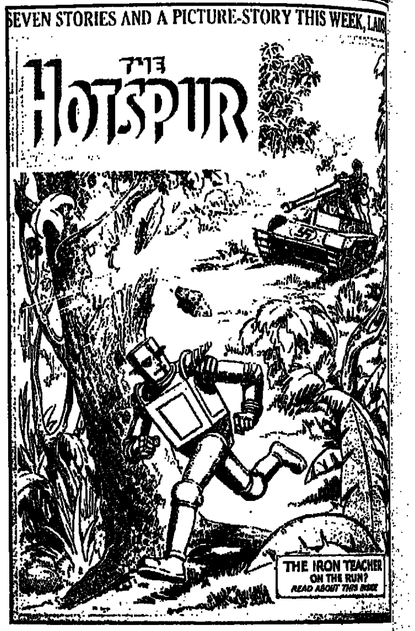
The approach outlined could lead to any number of possible schemes and to endless arguments. What is needed is any simple, robust and usable scheme. The worst enemy of such an enterprise would be perfectionism.

Those who claim that our spelling in unchangeable should reflect on the fact that some was deliberately made more difficult to make it the preserve of the elect few. It does not seem unrealistic to hope that reform of spelling will one day follow reform of the currency.

**Jim Dukes**




# The eternal force

## Brian Slough looks at the brave new GCSE English department

The traditional O level canon of English literature is to be extended, and the range of texts on offer will relate equally to both sexes' interests and experiences with the introduction of the GCSE.

The National Criteria for the exam state that there must be detailed study of single texts, yet a sufficiently broad range of "wider reading". Syllabuses and examinations will be free of political, ethnic, and other kinds of bias, while the linguistic and cultural diversity of society must be kept in mind.

The GCSE should stimulate enjoyable, pupil-centred learning. To that end, teachers are encouraged to devise ways of engaging pupils in different forms of dialogue with chosen texts.

These include: interviews, diaries, genre transformations, letters, write-ons, facsimile newspaper articles, board games, reading logs, diagrams, charts, visual displays, and so on, no matter how bizarre. "This dead butcher and his fiend-like queen. Discuss." Will never again engage the minds of the young.

Teachers must also make fine judgements about the comparative worth of individual works. Thus, one examination syllabus for course work states: "To provide opportunity for awarding of the full range of grades, the texts should be comparable with those in the lists for the selected books examination." These are, of course, Coles Notes' top 10, but include the dangerous gesture of a token Robert Cormier (seen, by the father of one of my former pupils, as an indication that the system is now totally degenerate'.

Those teachers feeling justifiably hesitant about assessing the relative merits of texts can console themselves with the thought that Matthew Arnold misjudged the "seriousness" of Chaucer. Whether an irate pupil, or parent, deprived of an alpha as a result of teacher misjudgement, will be likewise consoled, is doubtful. The threat exists that the English teacher, now acting as neo-Booker judge, satisfying boards for racial and sexual equality, will opt for the apparent security of *Othello* or *The Merchant of Venice*, and end up in Wormwood Scrubs. Fellow inmates will include the Midland Examining Group, which lists *Journey's End* as a set text.

There is an eternal force in education, also seen in some other areas of human endeavour, to seek justification and respectability through completion. The original audience for *Beowulf* did not require a "genre transformation" to enjoy what they heard; it is ironic that future minstrels will require an autocue to present such a text, granted the cynical rejection of memorizing poetry.

Did the Canterbury pilgrims need a visual stimulus to appreciate *The Miller's Tale*, or was the imagination sufficient? Were Shakespeare's patrons given board-game versions of *King Lear* at warm, overcrowded, daylight performances, or is reading only those in the CSE range? Why did his punters attend in such numbers, if the plays were "... therefore beyond the competence of candidates at the lower end of the ability range" (*English GCSE. A guide for teachers*). They would certainly not return to the theatre if they had been given "an assignment to reflect on the processes involved in transforming an account of events into a literary work, based on an imagined exchange between the historian Holinshed and Shakespeare" (Example 4, *Coursework Assignments*).

Is it true that well-thumbed copies of James Thomson's *The Seasons* were commonplace on inn window ledges? Were children scolded for wanting to continue their reading of Dickens at meal times, such was their enthusiasm? Perhaps they had a "write-on" assignment for homework; the thought is satirical, not cynical. What would Huxley's Savage see in our brave new English departments, where books need the assistance of computerized games, if pupils are "to engage in a dialogue" with them?

There are certainly echoes of Huxley's satirical view in the obsession with "The National Criteria"; "Discrimination and differentiation", "Strategies for differentiation", "Stepped questions and stepped papers", "Identifying oral skills for assessment", "Factors influencing oral performance". The authors of the GCSE English guide for teachers must surely feel chilled were they to re-read *Brave New World*, with or without an accompanying diagrammatic display to assist their textual dialogue.

Whatever happened to the pleasure-filled anticipation of buying *The Hotspur* or *The Wizard* (no pictures) from the paper shop on the corner? The involvement was total as Limpalong Leslie surprised goalkeepers with the original banana shot (one consequence of his legs being of unequal length) – years ahead of Pele and your Hoddles. Wilson, trained on a high-fibre diet of nuts and herbs, and achieved heroic deeds in a black shorts, long before today's top athletes. Ishmael, the gypsy centre-forward, remains a treasured memory, as does H. K. Rodd (amateur), who adjusted his line and length by bowling from a shooting stick. There was no call for a "genre transformation", just the pure pleasure of transforming our imaginations through uncluttered reading.

Too simple? An illustration of the hazards of sentimental nostalgia? Yes, probably; but it is difficult otherwise to explain the origins of a life-long love of stories. In today's jargon it was "negotiated curriculum" between the publishers of *The Hotspur* and myself: they presented what interested me, affected my imagination. They did not patronize their readers; just pages of print on cheap paper that produced a catharsis essential to the human soul.

There are refreshing opportunities in the GCSE, especially in coursework, but there are dangers that we insult the simple joys of reading and those dangers seem to stem from basic uncertainties, not only about books, but about our pupils' needs and capacities. I eagerly anticipate the first pupil's anguished, tear-stained rejection of yet another imagined letter from Satan to Moloch containing details of his journey to corrupt mankind. Even board games of the style of *The Silver Sword* must ultimately fade away alongwise popular press articles based on *The Crucible* – or is that being too optimistic?

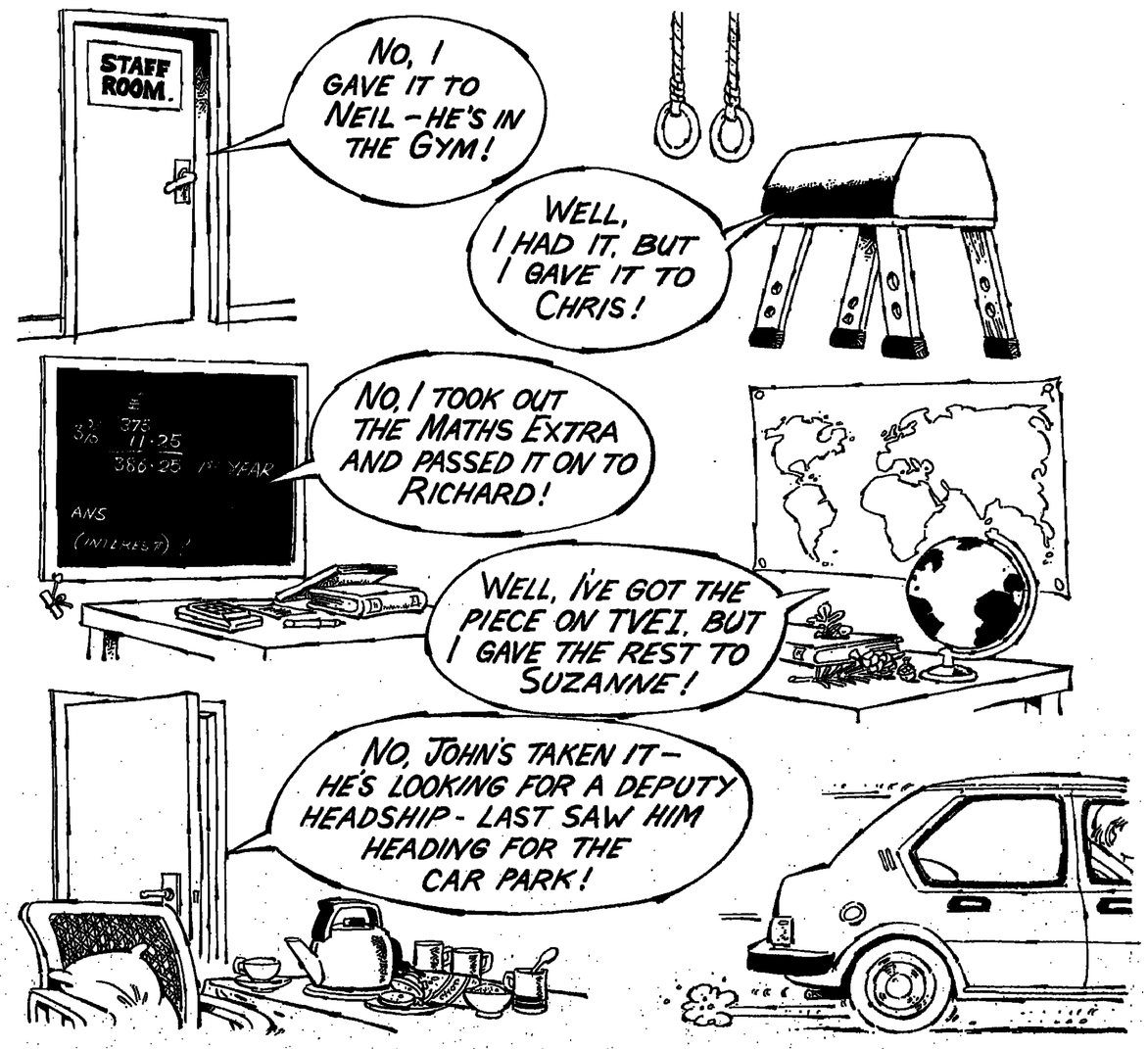
Maybe the answer to the Eng Lit Industry is placing faith in the "negotiated reader", a relationship between myself and Wilson's Ishmael. The reader chooses a selection (set rule?) of texts centred around a subject dear to the heart. The teacher ensures those texts fulfil coursework rubric. Consider sport as an example and our greatest living philosopher would approve the choice. Negotiations might begin with *The Rise of Gerry Logan* by Brian Glanville; *How Steeple Sinderby Wanderers Won the Cup* (J. L. Carr); *The Glory Game* (Hunter Davies); *Trafford Tanzi* (Claire Luckham); *Shoulder* (Julie Welch); *The Presidential Papers* (Norman Mailer); *The Way to Lord's* (Marcus Williams); David Foot's biography of Harold Gimblett; the poetry of Betjeman, Blunden, Tomlinson, Scannell and Arlott, along with the poetry of Simon Raven, Pinter, Cardus (and Dickens). To be found in *The Penguin Cricketer's Companion*, *Parkinson's Lore*, and why not *Colemanballs*. The list could be endless.

The above examples cover each literary genre there is tragedy, humour; ethnic and female obligations are rightly satisfied. A list of authors eschews anxieties about compatibility of text and there is ready accessibility for all including the muddled oaf. The texts may reflect on "sport for all", but their conflicts are universal issues, relevant to all young people. In the General Criteria (para 19(e)) mention is made "The principle of fitness for purpose must be observed."

*Brian Slough is the sixth-form co-ordinator in Northamptonshire. His publications include Sport, published by Hutchinson in their Scripts series.*




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## Nursery Education

### Headships

**BERKSHIRE**

LEA NURSERY SCHOOL
Waxham Road, Slough SL2 5JW

NOR: 60

Required for April 1987 a HEADTEACHER for this Group 3 Nursery school.

Application form and further particulars from the Director of Education (Ref: PDC), Shire Hall, Shinfield Park, Reading G2 9XE (SAE please).

Closing date: 6th February.

An Equal Opportunity Employer. (36273) 100010

**CAMBRIDGESHIRE**

EASTFIELD INFANT SCHOOL
Pig Lane, St. Ives, Huntingdon, Cambs

Required for Easter, Teacher in Charge (Scale 3), of a 60 place Nursery Unit attached to the Infant School.

Application forms and further details from the Head Teacher (SAE please). Closing date 21st January, 1987.

This is a readvertisement, previous applicants need not re-apply. (36377) 100026

**HERTFORDSHIRE**

MURIEL GREEN NURSERY SCHOOL
6 Lemsford Road, St. Albans, Herts.
Group 2

Experienced Nursery School teacher required as soon as possible. Scale 1. Knowledge of under fives essential and an interest in children with Special Needs desirable.

Applications in writing to Miss J.N. Rice, Headmistress with names and addresses of two referees. Visits welcomed, by appointment. Tel: St. Albans 51178. (36968) 100026

**KNOWSLEY**

STOCKBRIDGE JUNIOR AND INFANT SCHOOL
Stockbridge Lane, Huyton, Merseyside L36 8EQ
(514 pupils on roll, plus 57 in Nursery - SPA payable)

SCALE 1 NURSERY TEACHER required for 1 May 1987 in a single unit nursery, which is part of a JMI school which has a home/school link project.

Application forms and further information is available (s.a.e.) from Borough Education Officer, Huyton Hey Road, Huyton, Merseyside, to whom they should be returned by 30 January 1987. (37836) 100026

**REDBRIDGE**

LONDON BOROUGH OF REDBRIDGE

RODING PRIMARY SCHOOL AND UNIT FOR HEARING IMPAIRED CHILDREN
Roding Lane North, Woodford Bridge, Essex IG8 8NP

Tel: 01-505 4162

Required for April, 1987 a suitably qualified teacher (Scale 1) for this nursery class of 20 pupils including some with hearing impairment for whom additional specialist support is available. This is an interesting and varied post with the opportunity to work with a range of professionals in the education service.

Outer London Allowance is available.

Application forms and further details available from Mrs. A.K. Duffy at the school. Completed forms should be returned by 13th February, 1987. (37466) 100026

**Headteacher**
**Group 2**
**THOMAS WALL NURSERY SCHOOL**
**Robin Hood Lane, Sutton, Surrey**

To commence duties on 27th April 1987.

There are 80 children on roll on a part-time basis, 40 children attending either morning or afternoon sessions.

The school has recently moved into new purpose-bilt accommodation on a site adjacent to an Infants' school.

Further particulars and application forms from the Director of Education, The Grove, Carshalton, Surrey SM5 3AL (S.A.E. please).

Closing date 30th January 1987. (16558)

LONDON BOROUGH OF
**SUTTON**

## Other Appointments

**BARNET**

LONDON BOROUGH
REQUIRED APRIL OR SEPTEMBER 1987
TUDOR J.M.I. SCHOOL
Queens Road, Finchley N3 2AG
Roll: 187

Experienced Nursery Teacher. Scale 1. Telephone calls and visits to discuss details are welcomed. Tel: 01-346 6010.

Removal expenses and separation allowances available.

Application forms (foolscap s.a.e.) obtainable from and returnable to the Headteacher by 30th January, 1987. [illegible] 100026

## Primary School Education

### Headships

**AVON COUNTY**

FLAX BOURTON, C.E. V.C. SCHOOL
Flax Bourton, Bristol BS19 3QJ

Applications are invited for the Headship of this school. Salary in accordance with Group 2. Vacancy from 26th April 1987.

REDWICK AND NORTHWICK C.E. SCHOOL
Northwick Road, Pilning, Bristol BS12 3HE

Applications are invited for the Headship of this school. Salary in accordance with Group 1. Vacancy from 26th April 1987.

For both posts: stamped addressed envelope for further information and application form (returnable by 30th January 1987) from the Director of Education, Avon House North, P.O. Box 57, St. James Barton, Bristol BS99 7EB.

Avon is an Equal Opportunities employer considers applicants on their suitability for the post, regardless of sex, race, disability or sexual orientation. (36486) 110010

**BARNET**

LONDON BOROUGH
REQUIRED APRIL, 1987:-
CHRIST CHURCH C.E. J.M.I. (AIDED) SCHOOL
Byng Road, Barnet EN5 4NS
Roll: 141
HEAD TEACHER - Group 3
Plus London Allowance £726 p.a.

Applications are invited from committed Christians for this growing school. Modern building on edge of green belt.

Removal expenses and separation allowances available.

Application forms and further details (large s.a.e.) obtainable from the Director of Educational Services, Town Hall, Friern Barnet N11 3DL to be returned to the Secretary to the Governors, Mrs M. Gaze, 6 King Edward Road, New Barnet, Herts. by 30th January 1987. (36707) 110010

**BEDFORDSHIRE**

EDUCATION SERVICE
HEADSHIP
ST MARTIN DE PORRES V.A. (R.C.) JUNIOR SCHOOL
Pastures Way, Luton, Beds.
Estimated number on roll - January 1987: 166 children 7-11 years
Required from April 1987.

Applications are invited from suitably qualified and experienced practising Catholic teachers for the Headship of this Group 4 Junior School.

Application form and further details may be obtained from the Chief Education Officer, County Hall, Bedford MK42 9AP, on receipt of a stamped, addressed envelope.

Closing date: 30th January 1987.

This advertisement is placed on behalf of the Governors of the School. (36626) 110010

**BERKSHIRE**

ST. NICHOLAS CE PRIMARY SCHOOL
School Road, Hurst, Reading
NOR: 65 (approx.)
Required April 1987 Headteacher (Group 2).

Application forms and further details from the Director of Education (EO/SS), Shire Hall, Shinfield Park, Reading RG2 9XE (SAE please).

Closing Date: 28th January 1987.

An Equal Opportunity Employer. (46887) 110010

**BERKSHIRE**

ROYAL COUNTY OF BERKSHIRE
SONNING C.E. (AIDED) PRIMARY SCHOOL
Pound Lane, Sonning, Reading
N.O.R.: 126

Required April 1987, or sooner if possible Headteacher (Group 2). Applicants must be communicant members of the Church of England.

Please Tel: Reading 875444, Ext. 3441 for details and an application form.

Closing date: 2nd February 1987.

An Equal Opportunity Employer. (37863) 110010



# Wiltshire

*AN EQUAL OPPORTUNITY EMPLOYER*

Primary Education

## HEADTEACHER POST

**HOLY FAMILY R.C. INFANT SCHOOL**
**Marlowe Avenue, Swindon SN3 2PS**
N.O.R. January 1987 – 151

Required for September 1987. Applications are invited from committed Catholics for this Headship vacancy following retirement of Head Teacher. The Governors are seeking a candidate with good management skills, wide teaching experience and a good knowledge of current curriculum development.
Application forms and further details (S.A.E.) are available from the Chief Education Officer (Ref. PJK), Area Education Office, Sanford House, Sanford Street, Swindon SN2 1QH. Completed application forms to be returned to the Correspondent to the Governors, Holy Family Presbytery, Marlowe Avenue, Swindon SN3 2PT, no later than Tuesday, 27th January, 1987.

## DEPUTY HEADTEACHER POSTS

**LIDEN JUNIOR SCHOOL**
**Liden Drive, Swindon SN3 6EX**
**Headteacher: Mr P. V. Lawton**
Group 6 N.O.R. 356

Required for April 1987, an enthusiastic class teacher with a wide experience of the Primary age range, and a proven ability to take a leading role in curriculum development.
This is a re-advertisement. Previous applicants will remain under consideration and need not re-apply.
Application forms and further details available from the Head Teacher at the school (S.A.E. please), to whom applications should be returned by 30th January, 1987.

**ENFORD C.E. (CONTROLLED) AND NETHERAVON WITH FITTLETON C.E. (CONTROLLED) PRIMARY SCHOOL**
Group 3 N.O.R. Approximately 100 combined

A new Primary School, to be built at Netheravon and serving the areas currently served by Enford C.E. (Controlled) and Netheravon with Fittleton C.E. (Controlled) Primary Schools, has been included in the Education Committee's Building programme for 1987/88. In the meantime, the Schools operate as separate establishments but under a joint Head.
The Governors of the two Schools, acting jointly, seek to appoint an enthusiastic and experienced teacher, preferably an Infants specialist, as Deputy Head. Initially the person appointed will be based at Enford School, which is a two class school. The appointment is from April 1987.
Application form and further details from and returnable to (S.A.E.) the Head Teacher, Netheravon with Fittleton Primary School, Fittleton, Salisbury SP4 9QA by the 2nd February.

## SCALE 2 POSTS

**CHIPPENHAM IVY LANE JUNIOR AND INFANTS SCHOOL**
**Ivy Lane, Chippenham SN15 1HE**
Group 6 N.O.R. 405

Appointment Qualified Teacher Scale 2
Scale 2 Teacher required for fourth year Juniors with responsibility for Mathematics. Experienced and enthusiastic class teacher required with clear understanding of excellent primary practice to continue to the development of the mathematics curriculum by introducing new materials to supplement existing schemes and to demonstrate effective methods of integrating this subject in our broadly based curriculum. Teacher will be expected to assist in staff development and in the compilation of our mathematics policy within the school.
Application forms from the head teacher. Closing date the 30th January 1987.

**LUDGERSHALL CASTLE PRIMARY SCHOOL**
**Short Street, Ludgershall, Andover, Hants. SP11 9RB**
Group 5 N.O.R. 360

Required from April, 1987 a teacher for Infants. An ability to play the piano is essential. Applicants should be interested in continuing the development of musical abilities throughout the school.
Written letter of application, stating age and giving particulars of education, training and experience and also the names and addresses of 2 referees to be sent to the Head Teacher by 26th January, 1987 (S.A.E. please).

**SWINDON, PENHILL INFANTS SCHOOL**
Group 3

Required as soon as possible, an enthusiastic/sympathetic teacher who can implement a practical curriculum, based on first-hand experiences. The person appointed will be responsible for a small number of speech and languaged disordered children, and will work closely with the Speech Therapist and mainstream class teacher.
Application form and further details (S.A.E. please) from and returnable to the Head Teacher by 30th January, 1987.

## SCALE 1 POSTS

**HIGHBURY FIRST COUNTY PRIMARY SCHOOL**
**Highbury Avenue, Salisbury SP2 7EY**
Group 4 N.O.R. 224

Required from April 1987:–
1. A teacher for Infant/Lower Junior.
Applicants should be enthusiastic, have thorough knowledge of present day teaching methods and be prepared to work as one of a team.
2. Temporary for one term with possible extension for a further year. Lively and imaginative Infant Teacher, capable of maintaining high standards.
Application forms from and returnable to the Headmistress by the 2nd February, (S.A.E. please).

**DURRINGTON C.E. CONTROLLED JUNIOR SCHOOL**
**Bulford Road, Durrington, Salisbury SP4 8DL**
Group 4 N.O.R. 175

Required for Summer Term 1987. To initially take over class of Third Year Juniors. Applicants should have an interest in P.E., Games and/or Art, Craft and Display. Written letter of application, stating age, giving particulars of education, training and experience also the names and addresses of two referees to be sent to the Headmaster by the 26th January.

**MINSTER C.E. CONTROLLED PRIMARY SCHOOL**
**5 Vicarage Street, Warminster BA12 8JG**
Group 4 N.O.R. 170

Required from April 1987, a Scale 1 Teacher initially to teach vertically grouped Reception and Middle Infants, but ability to teach across the primary age range an advantage. Ability to use topic based approach desirable, also an interest in either Science/Environmental Work, or Language Development.
Application form and further details (S.A.E. please) from and returnable to the Head Teacher by the 30th January.

## SPECIAL EDUCATION

## DEPUTY HEADTEACHER POST

**MIDDLEFIELD SCHOOL**
**Chippenham**
Group 4(S) N.O.R. 50
Head Mrs E. E. Weston

Required for April 1987 or as soon as possible thereafter. Deputy Head for this Day Special School for pupils aged 2–18 years with severe learning difficulties. Relative training and experience essential. Teaching and other responsibilities will be decided in the light of successful candidates interests and skills.
For further details and application forms from the Head Teacher Middlefield School, Chippenham SN14 0JP. Closing date the 30th January 1987. (16588)

**PRIMARY HEADSHIPS**
continued

**BEXLEY**

LONDON BOROUGH
RE-ADVERTISEMENT
ST. JOSEPH'S R.C. PRIMARY SCHOOL
Crayford
Group 4

Applications are invited from suitably experienced teachers for the post of HEAD TEACHER

A practising Catholic is required. Appointment to commence 27th April 1987.

Application forms and further details available from Father McGettrick, 111 Old Road, Crayford, Kent DA1 4EN, to whom they should be returned by 26th January 1987. (36293) 110010

**BUCKINGHAMSHIRE**

MILTON KEYNES AREA
Equal Opportunity Employer
PEPPER HILL COUNTY FIRST SCHOOL
Kingsfold, Bradville, Milton Keynes MK13 7BQ
HEADSHIP - Group 4

Applications are invited for the Headship of this established, purpose-built, first school catering for the five to eight age range.

The post is available from September 1987.

Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.

Application forms and further details are available from the Education Officer, J.A. Ginnever, B.Sc., M.Ed., at the Milton Keynes Area Education Office, 1 Witan Gate East, Central Milton Keynes MK9 2BE, on receipt of a foolscap stamped addressed envelope. (36530) 110010

**BURY**

METROPOLITAN BOROUGH OF BURY

AN EQUAL OPPORTUNITY EMPLOYER

EDUCATION DEPARTMENT

HEAD TEACHER (SCALE 3)

Required for 27th April, 1987 or sooner if possible for Hollymount R.C. Primary School, Holcombe Road, Greenmount, Bury BL8 4HB (Tel: 061-020488 2770) to take responsibility for the infant department.

Applicants must be practising Catholic and have previous teaching experience.

Application forms and further details obtainable from and returnable to the Headteacher at the School by Friday 23rd January, 1987. (36649) 110010

**CAMBRIDGESHIRE**

(Equal Opportunity Employer)
MORLEY MEMORIAL PRIMARY SCHOOL
Required from September, HEADTEACHER, Group 6.

Application form and further details from Senior Area Education Officer, Castle Court, Shire Hall, Cambridge CB3 0AP (foolscap SAE please) returnable by 3rd February. (46246) 110010

# ilea

## Working in Education

## OPPORTUNITIES IN TEACHING

In September 1987 more teachers than ever before, both newly qualified and experienced, will be able to take the opportunity of joining the Inner London Education Authority. We are unique in being the country's only single purpose education authority, whose sole aim therefore is to provide a high quality education service to the 750,000 pupils, students and adults who make up Inner London's ethnically diverse population.

There will be hundreds of permanent Scale 1 posts in NURSERY, PRIMARY and SPECIAL education (severe learning difficulties and hearing impairment only) and in all SECONDARY subjects. This challenge of working in an exciting educational environment and promoting equality of opportunity within ILEA's 950 schools also offers many other benefits:-

- Half day a week induction training for probationers and a high level of in-service training provision thereafter.
- Superb level of support staff provision in schools.
- Excellent professional back-up and a wide range of central specialist resources available to all teachers.
- Pupil teacher ratios amongst the best in the country.
- Inner London allowance of £1,110 in addition to Burnham salary.
- Capital city location with all its amenities.
- Job share opportunities for experienced teachers.
- Relocation expenses.

You are advised to apply early as interviews will start on 9 February and offers will be made to successful candidates at interview. You can pick up a copy of our information booklet and application form at your college NOW or write to: PER/PS5e, Room 67, The County Hall, London SE1 7PB, or telephone: 01-633 2051 (24 hour answerphone service).

Please state if you are seeking your first teaching appointment and where you saw this advertisement.

**ILEA IS AN EQUAL OPPORTUNITIES EMPLOYER**

**ilea** Inner London Education Authority

## HEADSHIPS

Applications are invited from suitably qualified and experienced teachers for the following headships:–

**BONNEVILLE (I) SCHOOL**
Bonneville Gardens, (Abbeville Road), SW4 9LB.
Vacant 27 April 1987. Roll 118 plus 45 p/t nursery. Burnham group 3 plus Inner London allowance.

**CAYLEY (JM&I) SCHOOL**
Aston Street, (Salmon Lane, Stepney), E14 7NG.
Vacant 1 September 1987. Roll 279 plus 38 p/t nursery. Burnham group 5 plus Inner London allowance.

**CONWAY (I) SCHOOL**
Gallosson Road, (Plumstead High Street), SE18 1QY.
Vacant now. Roll 149 plus 60 p/t nursery. Burnham group 4 plus Inner London allowance.

**HEARNVILLE (JM&I) SCHOOL**
Hearnville Road, (Chestnut Grove, Balham), SW12.
Vacant 1 September 1987. Roll 98. Burnham group 3 plus Inner London allowance plus £201/276 social priority allowance.

**JOHN BURNS (JM&I) SCHOOL**
21 Wycliffe Road, SW11.
Vacant 27 April 1987. Roll 271 plus 31 f/t and 38 p/t nursery. Burnham group 5 plus Inner London allowance plus £201/276 social priority allowance.

**MAYFLOWER (JM&I) SCHOOL**
Upper North Street, (East India Dock Road), E14 6DU.
Vacant on a date to be arranged. Roll 205 plus 20 f/t and 10 p/t nursery. Burnham group 4 plus Inner London allowance plus £201/276 social priority allowance.

**NEW (JM&I) SCHOOL**
(Former Slade School premises) Erindale, Plumstead Common Road, SE18.
Headteacher required for this new primary school which is expected to open in January 1988. One form entry plus places for 25 full-time nursery pupils. Burnham group 4 plus Inner London allowance.

**STEWART HEADLAM (JM&I) SCHOOL**
Tapp Street, E1 5RE.
Vacant now. Roll 199 plus 18 f/t and 30 p/t nursery. Burnham group 4 plus Inner London allowance plus £201/276 social priority allowance.
*Please send foolscap sae for application form and further details to Education Officer, PER/PS4B, Room 255a, County Hall, London SE1 7PB. Closing date for the return of completed forms 30 January 1987.*

**ST JOHN'S CE (JM&I) SCHOOL**
Peel Grove, (Old Ford Road, Bethnal Green), E2 9LR.
Headteacher required. Vacant now. Roll 167 plus 24 f/t nursery. Committed Christian preferred. Burnham group 4 plus Inner London allowance.
*Application forms and further details available from Rev. R. Vaughan, 14 Cephas Street, E1 4AX (sae please) returnable by 30 January 1987.*

ILEA IS AN EQUAL OPPORTUNITIES EMPLOYER (00645)

## HEADTEACHERS

**ST. MARY AND ST. PAUL C.E. (CONTROLLED) FIRST SCHOOL, South Harting, Petersfield, Hants GU31 5QD**
**(Group 1, 31 on roll, age range 5-10 years)**

Applications are invited from suitably qualified and experienced teachers for the post of Headteacher of the above school.

The School was opened in September 1985 following the closure of Elsted District (Controlled) First School and Harting C.E. (Controlled) First School and is located in the attractive downland village of south Harting near Petersfield, Hampshire.

It is intended to make an appointment for April 1987.

**Application form and further details from the Area Education Officer, Ambassador House, Crane Street, Chichester, West Sussex PO19 1TP (s.a.e. please).**

**NEW WEST DURRINGTON COUNTY FIRST SCHOOL, Worthing, West Sussex**
**(Group 4)**

Required September 1987 for this new First School in the West Durrington area of Worthing for children aged 5-8 years. The School, which is being designed with accommodation for 240 children, is due to open in January 1988 and the successful candidate will be involved in planning and establishing the School, including appointing staff for the start of the Spring term.

**MANOR HALL COUNTY FIRST SCHOOL, Manor Hall Road, Southwick, West Sussex**

Required for Autumn 1987 for this Group 4 First School (155 on roll).

**Further details and application forms for the above two posts from the Area Education Officer, 15 Mill Road, Worthing, West Sussex BN11 4NH – s.a.l.e. please.**

Closing date 20th February, 1987. (16587)

**west sussex**

## PRIMARY HEADSHIPS
continued

### CAMBRIDGESHIRE

SUTTON C.E. (C) PRIMARY SCHOOL

Required from September or earlier if possible. Headteacher, Group 5.

Application form and further details from Senior Area Education Officer, Castle Court, Shire Hall, Cambridge CB3 0AP. (Foolscap s.a.e. please) returnable by 4th February 1987. (37897) 110010

### DEVON

COUNTY COUNCIL

Please see display advertisement on this page. (37856) 110010

### HEREFORD AND WORCESTER

COUNTY COUNCIL

HARVINGTON C.E. FIRST SCHOOL
Harvington, Evesham, Worcs. WR11 5NQ

Required from 29th April 1987. Headteacher for this Group 2 School with 99 pupils on roll. Age range 5-10 years.

Application forms and further details are available from the County Education Officer (SSW/GJI), County Education Office, Castle Street, Worcester WR1 3AG.

Closing date 10th January 1987. (36502) 110010

### HAMPSHIRE

ECCHINSWELL & SYDMONTON C.E. (CONT.) PRIMARY SCHOOL
Ecchinswell, Newbury RG15 8UA

Required September 1987 Group 2 - HEADTEACHER.

S.a.e. (foolscap) for application form/further details from Area Education Officer, Sun Alliance House, 41 Wote Street, Basingstoke RG21 1LU.

The County Council pursues a policy of equality of opportunity. Applications particularly welcome from people with disabilities.

Closing Date for receipt of completed applications 26th January 1987. (36321) 110010

### HERTFORDSHIRE

WARESIDE VOLUNTARY CONTROLLED JMI SCHOOL
Wareside, Ware

Head required from 1st September, 1987. Group 1 salary, plus fringe allowance. School House available.

Application forms and further particulars from the Divisional Education Officer, Scott House, Hagsdell Road, Hertford SG13 8BQ, to whom completed application forms should be returned by 27th January, 1987. (37739) 110010

### KNOWSLEY

ST ALOYSIUS RC INFANT SCHOOL
Twig Lane, Huyton, Merseyside L36 2LF
(179 pupils on roll, plus 52 in Nursery)

RE-ADVERTISEMENT
HEADTEACHER GROUP 4

Required for 1 May 1987. Applications are invited from suitably qualified and experienced Roman Catholic teachers. Completed application forms should be returned to Reverend J. Joyce, St Aloysius Presbytery, Twig Lane, Huyton L36 2LF by 30 January 1987. (37837) 110010

### KNOWSLEY

ST DOMINIC'S RC INFANT SCHOOL
Southdean Road, Liverpool L14 8UL
(250 pupils on roll, plus 52 in Nursery)

RE-ADVERTISEMENT - PREVIOUS APPLICANTS CONSIDERED
HEADTEACHER GROUP 4

Required from 1st May 1987. Applications are invited from suitably qualified and experienced Roman Catholic teachers.

Completed application forms should be returned to Rev. J.M.M. Merriman, S.D.B., St Dominic's, Southdean Road, Liverpool L14 8UL by 30 January 1987. (37834) 110010

### OLDHAM

METROPOLITAN BOROUGH OF OLDHAM

EDUCATION COMMITTEE

ST. THOMAS' C.E. PRIMARY SCHOOL
St. Thomas Street, Coppice, Oldham

HEADTEACHER - Group 4

Required for September 1987.

Required from suitably qualified and experienced teachers for the Headship of this inner-town school.

Applicants should be thoroughly conversant with the practice of multi-cultural education, sensitive to the needs of ethnic minority children and in sympathy with the Christian foundation of the school.

Application forms/further details (large sae) from the Director of Education, Old Town Hall, Middleton Road, Chadderton, Oldham OL9 6PP returnable to him by 30 January 1987.

An Equal Opportunity Employer. (37478) 110010

### NORTHUMBERLAND

FORD CE AIDED FIRST SCHOOL
Group 1, 4-9 First School of ? pupils

HEADTEACHER

Required from Easter 1987.

Removal expenses and ? allowance may be payable.

Application forms and further details, foolscap s.a.e. please, to Director of Education, County Hall, Morpeth, Northumberland NE61 2EF. Closing date 30.1.87. (36394) 110010

### OXFORDSHIRE

COUNTY COUNCIL
THE HENDREDS CE(C) PRIMARY SCHOOL
East Hendred, Wantage, Oxon OX12 8JX

Applications are invited for the Headship of this Group 1 village primary school from April 1987.

Further details and application forms are available from the Chief Education Officer (Ref. DPC), Macclesfield House, New Road, Oxford OX1 1NA to be returned by 30th January 1987 (SAE please).

An Equal Opportunity Employer. (37084) 110010

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Application forms for the following appointments, except where otherwise stated, are obtainable from and returnable to the Head Teachers by the dates stated. A stamped addressed envelope (A4 size) should be enclosed with all requests for application forms.

## HEADTEACHERS — PRIMARY

**Teignmouth Inverteign Infants School**
Mill Lane, Teignmouth TQ14 9BB. (Roll 110)
**Headteacher — Group 3 — (£11,967 - £13,203)**
Required September 1987. Application forms and further details available from Area Education Officer, Oldway, Paignton, TQ3 2TE. Closing date 30 January 1987.

**Shute Primary School**
Shute, Axminster, EX13 7QR. (Roll 29)
**Headteacher — Group 1 — (£10,956 - £12,195)**
Required April 1987. Application forms and further details from Area Education Officer, Morwenstow, 7 Barnfield Crescent, Exeter, EX1 1SU. Closing date 30 January 1987.

**Lew Trenchard C.E. (aided) Primary School**
Lewdown, Okehampton EX20 4DP. (Roll 34)
**Headteacher — Group 1 — (£10,956 - £12,195)**
Required September 1987. Further details and application form from Area Education Officer, Civic Centre, Plymouth, PL1 2EW. Closing date 30 January 1987.

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## SCALE POSTS — SECONDARY

**Barnstaple The Park School (11-16 Comprehensive)**
Park Lane, Barnstaple, EX32 9AX. (Roll 944)
**Scale 3 — School Counsellor**
Required April 1987 an experienced teacher with counselling qualifications to play a full part in the development of all aspects of school life. The ability to offer vocational guidance and counselling would be welcome. Closing date 30 January 1987.

**Kingsbridge School & Community College (11-18 Comprehensive)**
Kingsley Road, Kingsbridge TQ7 1EY. (Roll 1019)
**Scale 3 — Head of History**
Required September 1987 an experienced, enthusiastic teacher to lead this major department and develop resource based learning throughout the school. Closing date 30 January 1987.

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## SCALE POSTS — PRIMARY

**Exeter Alphington (5-12 Years) Combined School**
Church Road, Alphington, Exeter, EX2 8TA. (Roll 247)
**Scale 2**
Required September 1987 or earlier. If possible candidates should be able to co-ordinate all the curriculum for 7-9 year olds and develop a philosophy for bridging early learning with the more specialist teaching in the upper part of the school. The school will move into new purpose built premises in 1987. Closing date 30 January 1987.

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## OTHER POSTS

**Devon Service for Hearing Impaired Pupils**
**Scale 3**
Required April 1987 a qualified and experienced teacher of the hearing impaired for appointment to the above service and working in the West Devon Area, centred on Tavistock and Okehampton. The teacher will be expected to work with pupils of all ages including pre-school and experience in audiology clinics is desirable.

Use of a car essential for which a mileage allowance is paid.

Application forms and further details are available from the Chief Education Officer (Personnel Section), County Hall, Topsham Road, Exeter EX2 4QG.

Closing date 30th January 1987.

(03182)

DEVON
AN EQUAL OPPORTUNITIES EMPLOYER

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## COLLEGES OF FURTHER EDUCATION

GLOUCESTERSHIRE COLLEGE OF ARTS & TECHNOLOGY
Department of Management & Business Studies
Oxstalls Campus, Gloucester

### PRINCIPAL LECTURER AND HEAD OF SCHOOL OF PROFESSIONAL AND ADVANCED BUSINESS STUDIES

Post No. 9970068
Effective from 1.4.87.
Salary: £14,784-£16,458 bar £18,588

Applications are invited for this post from suitably qualified people.
The person appointed will undertake a Head of School Role ensuring the continuing development and effectiveness of those courses within the School of Professional and Advanced Business Studies. This will involve providing academic leadership and managerial guidance to those staff seconded to the school.
The successful candidate is likely to have had relevant business experience, and will be able to demonstrate a record of effective teaching, preferably at Advanced Business level. In addition, candidates should have direct experience as a Course Leader and a proven record of effectively working with external professional/education bodies. Candidates with Managerial/Supervisory experience along with interests in developing short-course work will have an advantage.
Further details and application form from: College Personnel Officer, GlosCAT, Oxstalls Lane, Gloucester GL2 9HW. (S.A.E. please).
Closing date: 6th February, 1987.

## PRIMARY EDUCATION

HEADSHIPS

NAUNTON PARK PRIMARY SCHOOL
Naunton Lane, Cheltenham. (260 on roll, 5 to 11 years).

### HEAD TEACHER GROUP 4

Required 1st September, 1987
Forms and further details from: Chief Education Officer (Ref. TG1), Shire Hall, Gloucester (enclose S.A.E.).

## SCALE 3 POSTS

SPECIAL EDUCATIONAL NEEDS ADVISORY & SUPPORT SERVICE

### AREA ADVISORY TEACHER

Applications are invited from suitably qualified and experienced teachers in the post of Area Advisory Teacher, Special Educational Needs.
The successful applicant will be based at the Area Resource Centre, Wotton-under-Edge, and cover the South-Western area of the County. The appointment to take effect from April 1987.
Previous applicants will be reconsidered along with new applicants.
Further details and application forms from: Chief Education Officer (TG1), Shire Hall, Gloucester GL1 2TP. (Enclose S.A.E.).

## SCALE 1 POSTS

CAM WOODFIELD JUNIOR SCHOOL
Elstub Lane, Cam, Dursley, Glos. GL11 6JJ (210 on roll).

### QUALIFIED TEACHER

Required from 27th April 1987 for a class of 3rd and 4th year juniors
Applicants should be willing to take part in school activities.
Details and an application form from Head Teacher (enclose S.A.E.).

Gloucestershire County Council
AN EQUAL OPPORTUNITIES EMPLOYER

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# Infant headships

Applications are invited for the following Headships, which will be available from the beginning of the Summer Term 1987:

**Grafton Infants' School (Roll 178)**
**Grafton Road, Dagenham, Essex (Group 4)**
**Salary Scale: £12,720-£14,175 plus £1,110 per annum Inner London Allowance.**

**Northbury Infants' School (Roll 286)**
**North Street, Barking, Essex (Group 5)**
**Salary Scale: £13,785-£15,243 plus £1,110 per annum Inner London Allowance.**

Application forms and further details from the Chief Education Officer, Town Hall, Barking, Essex (s.a.e). Closing date: 29th January 1987.

(16663)

Barking & Dagenham
LONDON BOROUGH

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# SURREY COUNTY COUNCIL

*FRINGE AREA LONDON ALLOWANCE £282 p.a. throughout the County.
*Temporary housing may be available.
*Generous relocation expenses in approved cases.

## HEADSHIP

**MANFIELD COUNTY FIRST SCHOOL, Grange Rd, Ash, Aldershot GU12 6ET**
Est NOR 160

HEADTEACHER required from September 1987, or earlier if possible, for this Group 4 First School for pupils aged 5-8 years.

Salary Scale £12,720 – £14,175 p.a.

**Application form and further details from the South West Area Education Officer, 14 North Street, Guildford GU1 4AF (SAE please)**

**Closing Date: 30 January 1987**

(11726)

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## MAWNEY JUNIOR SCHOOL (roll 246)
## Mawney Road, Romford RM7 7HR

Required for September 1987,

# HEADTEACHER GROUP 5

following the retirement of the present Headteacher, Mr. B. A. S. West.

**Application forms and further details are available (sae please) from the Director of Educational Services (Ref: STAFFING/DHT) Mercury House, Mercury Gardens, Romford RM1 3DR.**

**Closing Date: 23rd January 1987.**

Havering

(03168)

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## MARGARET ROPER R.C. JM&I
Russell Hill Road, Purley, Surrey CR2 2XP
Tel: 01-660 0115

# Headteacher

Applications are invited from suitably experienced practising Catholic teachers.

*Previous applicants need not re-apply.*

Applications forms and further details from the school. However, COMPLETED application forms to be returned to: Fr. R. Salmon, The Presbytery, St. John the Baptist Church, Dale Road, Purley, Surrey.

Closing date: 23 January 1987.

Salary: Group 4.

Tenable: Beginning Summer Term 1987.

(00517)

CROYDON EDUCATION



## PRIMARY HEADSHIPS
continued

### NORTH YORKSHIRE

HEADTEACHERS

Suitably qualified and experienced teachers

HARROGATE ST. JOSEPH'S R.C. PRIMARY SCHOOL
(Group 4)

For September 1987. Practising Catholic essential.

SETTRINGTON C.E. PRIMARY SCHOOL
Nr. Malton
(Group 1)

ST. ROBERT'S R.C. PRIMARY SCHOOL
Ainsty Road, Harrogate HG1 4AP
(Group 5)

For September 1987. Governors wish to appoint a practising Catholic.

Application forms, returnable 30.1.87, and further details from County Education Officer, County Hall, Northallerton DL7 8AE. (S.a.e.). For last post forms returnable to Canon C. Moverley, Chairman of Governors, c/o the school. (36393) 110010

### OLDHAM

METROPOLITAN BOROUGH OF OLDHAM

EDUCATION COMMITTEE

ALEXANDRA PARK JUNIOR SCHOOL
Brook Lane, Oldham

HEADTEACHER - Group 6
(Re-advertisement)

Required for September 1987.

The school provides a successful multicultural model of education in response to its mixed population, 95% of whom are of ethnic minority origin.

It is housed in pleasantly modernised buildings with extensive playing fields. The school is close to the centre of the borough and adjacent to a large park.

Applicants should have successful primary teaching experience, be able to demonstrate sound management skills, have a practical understanding of curriculum planning for a multicultural society and a firm commitment to meeting the needs of the pupils of the school.

Application forms/further details (large sae) from Director of Education, Old Town Hall, Middleton, Road, Chadderton, Oldham OL9 6PP returnable to him by 30 January 1987.

An Equal Opportunity Employer. (37480) 110010

### POWYS

COUNTY COUNCIL
EDUCATION DEPARTMENT
LLANFYLLIN C.P. SCHOOL

Required for 27th April, 1987, a Qualified Head Teacher - Group 3.

The successful applicant will be expected to be a fluent welsh speaker and experienced in teaching through the medium of welsh (Ref: 270).

Application forms and further particulars are obtainable from the Director of Education, The Lindens, Spa Road, Llandrindod Wells, Powys LD1 5BA to whom completed forms should be returned by 30th January, 1987. (36572) 110010

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# Come and teach in Kent

## HEADSHIPS

### NORTH KENT AREA

**Murston County Primary School (Infant Department) Church Road, Murston, Sittingbourne, Kent ME10 3RU**
Appointment of Headteacher (Re-advertisement)
Appointment to take effect from the beginning of the Summer Term, 1987 for this Group 3 Primary School (roll 113) situated to the east of Sittingbourne.
The Authority has a disturbance allowance scheme which offers assistance with removal and other related expenses.
**Application form and further details from the Area Education Officer, Mountbatten House, 28 Military Road, Chatham, Kent ME4 4JE (please enclose s.a.e.), to whom they should be returned by 30th January, 1987.**

### EAST KENT AREA

**Whitstable County Junior School, Oxford Street, Whitstable, Kent CT5 1DB**
Applications are invited for the post of Head Teacher of this Group 6 school, to take up appointment in April 1987.

**Luddenham County Primary School, Luddenham, Faversham, Kent ME13 0TE**
Applications are invited for the post of Head Teacher of this Group 3 school, to take up duties from April 1987.

RE-ADVERTISEMENT
**Diocesan & Payne Smith C.E. (Aided) Primary School, Broad Street, Canterbury, Kent CT1 2LU**
Applications are invited for appointment as Head Teacher of this Group 4 Primary School from April 1987.
Applicants should be practising Christians and preferably be communicant members of the Church of England. Previous applicants need not re-apply.
**Further details and application forms for the above 3 posts available from the Area Education Officer, 78 London Road, Canterbury, Kent CT2 8LT (SAE please). Closing date January 30th 1987**

### WEST KENT AREA

**Tunbridge Wells New County Primary School**
**Group 4 Roll: 160 (Approx.)**
Required for April 1987, a Head Teacher for the Group 4 Primary School being formed by the amalgamation of Broadwater County Primary Infant and Ramslye County Primary Junior Schools, to provide an enthusiastic and inspiring lead for this new development.
**Application forms and further details available from and returnable to the Area Education Officer, 39 Grove Hill Road, Tunbridge Wells TN1 1SL. Closing date 23rd January 1987. Please enclose s.a.e.**

## DEPUTY HEADSHIPS

### NORTH WEST KENT AREA

**The Brent CP Infant School, London Road, Stone, Dartford, Kent. DA2 6BA**
**Group 3 Roll 114**
An enthusiastic teacher for September 1987 to take the post of Deputy Headteacher. To take full responsibility for the school in the absence of the Head and responsibility for more than one area of the curriculum and encourage a more integrated approach. To take a full part in school life and to actively support the joint schools PTA.
**Application forms from and returnable to the Headmistress at the school.**
**Closing date: 30/1/87**
Possibility of help with temporary housing in approved cases.

### WEST KENT AREA

**Lady Margaret Boswells C. of E. (Aided) Primary School, Plymouth Drive, Sevenoaks, Kent TN13 3RW**
**Roll 190**
Required for Summer Term 1987, a suitably qualified, experienced and enthusiastic teacher for the post of Deputy Headteacher (Group 4).
Applicants should be committed Christians, preferably communicant members of the Church of England.
**Application form and further details from the Clerk to the Governors, St. Nicholas' Rectory, Sevenoaks, Kent TN13 1JA**

### MID KENT AREA

**St. James County Primary School, Chapman Way, East Malling, Maidstone ME19 6SD**
Deputy Head, Group 3 required April 87. Enthusiastic and experienced teacher with interest in curriculum development and special needs.
**Application forms from AEO, Astley House, Hastings Road, Maidstone, Kent, returnable to Head Teacher. Closing date 6 Feb 1987.**

### SOUTH KENT AREA

**Beaver Green Junior School, Beaver Lane, Ashford TN23 2AX**
Required for September 1987, Deputy Headteacher Group 5. Opportunity for real involvement in the future plan for the school, curriculum analysis, organisation and development. Scope to develop own areas of curriculum interest.
**Applications and further information from The Headteacher (SAE please). Closing date 30th January 1987.**
This is a re-advertisement, previous applications will be considered.

**St Martin's CP School, Markland Road, Dover**
Deputy Headteacher required for Easter 1987.
An experienced and enthusiastic teacher committed to child centred education is required at this Group 4 School.
**Application forms and further particulars available from the Headteacher to whom applications should be returned by 30th January 1987. (SAE please).**
This is a re-advertisement, previous applications will be considered.

**St Mary's CE (Aided) Primary School, Western Avenue, Ashford TN23 1ND**
Scale 3 Mathematics Consultant for Summer Term 1987.
A practising communicant of the Church of England would be preferred.
**For further information please write to the Headmaster enclosing SAE.**

KENT County Council

## SCALE 2 & ABOVE

### NORTH KENT AREA

**Gillingham, Hempstead C.P. School (Junior Department), Birch Grove, Hempstead, Gillingham, Kent ME7 3QG**
Required for April, 1987 two versatile, enthusiastic teachers. A Scale 2 post is available for a suitable candidate with an interest in Art, Craft and Display.
**Further details are available from the Headteacher at the school to whom completed application forms should be returned by 30th January 1987.**

**Gillingham, Thames View C.P. School (Infant Department), Bleors Lane, Rainham, Gillingham ME8 9DX**
Required for April, 1987 Scale 2 teacher of Music (and Special Needs if possible).
**Letters of application with c.v. and names/addresses of two referees to the Headteacher.**

**Strood, Gordon County Primary School (Junior Dept), Gordon Road, Strood, Rochester, ME2 3HQ**
Required for April, 1987 teacher for first year Junior class. Interests: Environmental Studies/Music/Games. Scale 2 available for suitable candidate.
**Letters of application with c.v. and names/addresses of two referees to the Headteacher.**

## SCALE 1

### NORTH WEST KENT AREA

**Wilmington County Primary School, Common Lane, Wilmington, Nr. Dartford, Kent. DA2 7DF**
Required for April 1987, or as soon as possible, a caring and enthusiastic teacher willing to participate fully in the general life of this busy and happy school. This is a Scale 1 Infant post for a class of 6/7 year olds. A knowledge of computers would be an advantage, with an interest in good display, science and music.
Applicants are encouraged to visit the school.
**Applications to the Headteacher at the school.**
Possibility of help with temporary housing in approved cases.

### NORTH KENT AREA

**Chatham, Spinner's Acre County Junior School, Sultan Road, Chatham ME5 8TJ**
Assistant Teacher, Scale 1, required for September 1987 for work with Lower Juniors. Interest in Music/Dance/Drama preferred.
**Letters of application with c.v. and names/addresses of two referees to the Acting Headteacher by 30th January 1987.**
(16583)

***Unless otherwise stated, applications should be sent to the Head of the School concerned. (SAE please).***

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# SURREY COUNTY COUNCIL

*FRINGE AREA LONDON ALLOWANCE £282 p.a. throughout the County.
*Temporary housing may be available.
*Generous relocation expenses in approved cases.

## HEADSHIP

**ST PAUL'S C/E (Controlled) FIRST AND MIDDLE SCHOOL**
**School Lane, Addlestone, Weybridge, Surrey.**

**Est NOR September 1987 – 384**

HEADTEACHER required from September 1987, or earlier if possible, for this new Group 5 First and Middle School for pupils aged 5-12 years. The school will open in September 1987 following the closure of St Paul's C/E (C) First School and the reorganisation of St Paul's C/E (C) Middle School.

Salary Scale £13,785 – £15,243 pa.

**Application form and further details from the North West Area Education Officer, Lismore, 9 Heathside Rd, Woking GU22 7EU (SAE please), Closing Date: 30 January 87.**

(00551)

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LONDON BOROUGH OF RICHMOND UPON THAMES
(An equal opportunity employer).

ORLEANS INFANTS SCHOOL
Hartington Road, Twickenham TW1 3EN.
Tel: 01-892 1654

# Headteacher

**(Group 4) Plus £726 Outer London Allowance**

Applications are invited for the Headship of this thriving Group 4 Infant School from April 1987.

**Forms and further details (foolscap s.a.e.) from Director of Education, Regal House, London Road, Twickenham, TW1 3QB, returnable by Friday 30th January 1987.** (00536)

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# Lancashire County Council
AN EQUAL OPPORTUNITY EMPLOYER

## Primary School

# HEADTEACHER (Group 4)

Required as soon as possible at Leyland Seven Stars County, Preston.

(186 on Roll – Juniors)

**Application form and details from/to District Education Office, PO Box 33, Civic Centre, West Paddock, Leyland, Lancs.**

(03120)

## HEADS

Required for

MILLFIELD COUNTY PRIMARY SCHOOL, North Walsham (Group 4).

BAWBURGH COUNTY PRIMARY SCHOOL, Nr. Norwich (Group 1).

HOCKERING VOLUNTARY CONTROLLED PRIMARY SCHOOL, Nr. East Dereham (Group 1)

CATFIELD VOLUNTARY CONTROLLED FIRST SCHOOL, Nr. Stalham (Group 1).

POTTER HEIGHAM COUNTY FIRST SCHOOL, Nr. Martham (Group 1).

Further details and application forms may be obtained by sending a stamped addressed foolscap envelope to the County Education Officer, Room 32, County Hall, Martineau Lane, Norwich NR1 2DL.

## DEPUTY HEAD

Required for

STOKE FERRY VOLUNTARY CONTROLLED PRIMARY SCHOOL, Nr. Downham Market (Group 3).

Further details and application forms may be obtained by sending a stamped addressed foolscap envelope to the Area Education Officer, St. Margaret's House, King's Lynn PE30 5DR.

Closing date for applications 30th January 1987.

Norfolk County Council



RAGLAN INFANT SCHOOL
Raglan Road, Enfield EN1 2RG
Group 6. Roll 453.

Required for April or September, 1987:–

## HEADSHIP

Raglan is a large popular Infant School in a pleasant residential area of Enfield. The post would be suitable for candidates seeking a second headship or for those with good management experience. Applicants should have a sound understanding of modern educational theory and practice, and be able to lead an experienced team of teachers.

This is a re-advertisement. Previous applicants should inform Diane Humphrey if they wish to be reconsidered.

London Allowance: £726. Consideration given to assistance with removal, relocation costs, temporary housing and two homes allowance.

Application forms (large SAE) and further details obtainable from the Education Dept., Establishment Section, P.O. Box 56, Civic Centre, Silver Street, Enfield EN1 3XQ. To be returned by 30th January 1987.

London Borough of Enfield

An Equal Opportunity Employer



## BEXLEY LONDON BOROUGH

Re-advertisement

Applications are invited from appropriately qualified and experienced teachers for the post of

## HEAD TEACHER

COLYERS PRIMARY SCHOOL, ERITH
GROUP 4

Application forms and further details available from Chief Education Officer for Schools (T.5), Town Hall, Crayford, Kent DA1 4EN, to whom they should be returned by 1st February, 1987.

(16582)


### PRIMARY HEADSHIPS
continued

**SOLIHULL**
EDUCATION COMMITTEE
HEADTEACHER (Group 4)
VALLEY INFANT SCHOOL
Fallowfield Road, Solihull, West Midlands B92 9HQ
Tel: 021-743 3175
(Group 4)
Required for September 1987, or earlier if possible.

HEADTEACHER (Group 5)
DORRIDGE INFANT SCHOOL
Station Road, Dorridge, Solihull, West Midlands B93 8EU
Tel: Knowle 4873
(Group 5)
Required for September 1987.

HEADTEACHER (Group 4)
DAMSON WOOD INFANT SCHOOL
Stockwell Rise, Solihull, West Midlands B92 9LX
Tel: 021-705 8652
(Group 4)
Required for September 1987.
For all the above posts send s.a.e. to Acting Director of Education, for details and application form, P.O. Box 20, Council House, Solihull, West Midlands B91 3QU.
Closing date: 6th February, 1987.

HEADSHIP (Group 4)
OUR LADY OF COMPASSION R.C. J.I. SCHOOL
Vacant 1st September 1987.
Application forms and particulars from Chairman of Governors, The Friary, Olton, Solihull, West Midlands B92 7BN.
Closing date: 9th February, 1987. (37865) 110010

### Deputy Headships Second Masters/ Mistresses

**BERKSHIRE**
THE COOMBES COUNTY INFANT SCHOOL
School Road, Arborfield, Reading RG2 9NX
NOR: 130
Required for April 1987, an enthusiastic and innovative Deputy Headteacher for a Group 3 Infant School. Applicants must be committed to co-operative teaching. The successful applicant should have the necessary skills to play a leading role in all areas of the curriculum.
Applications to the Headteacher (SAE please).
Closing date: 1st February.
An Equal Opportunity Employer. (37821) 110012

**BERKSHIRE**
ST. DOMINIC'S RC (AIDED) INFANT SCHOOL
Western Avenue, Woodley, Reading RG5 3BH
Tel: Reading 691606
N.O.R.: 101
Required April, 1987 an experienced and enthusiastic practising Catholic Deputy Headteacher (Group 2). Please contact the Headteacher at the school for further details.
Closing date: 2nd February.
Berkshire has a scheme of reimbursement of lodging and removal expenses.
An Equal Opportunity Employer. (36285) 110012

**BERKSHIRE**
RHOS-Y-GWALIAU OUTDOOR EDUCATION CENTRE
Bala, North Wales
Required for April, 1987 for this well established Centre which serves Berkshire Schools, a Deputy Head, Group 4. The person appointed will have particular responsibility for the further development of courses and resources for Primary Schools and environmental education. Applicants should have experience of working in, or with, short stay residential facilities. A background in primary education would be a distinct advantage, as would qualifications in outdoor pursuits or a willingness to obtain same. An academic background in an environment related subject area would also be helpful.
For further details and application forms please apply to the Director of Education, Education Department, Staffing Section (PDC), Shire Hall, Shinfield Park, Reading RG2 9XE. Closing date for applications 6th February.
Berkshire has a scheme of reimbursement of lodging and removal expenses.
An Equal Opportunity Employer. (36279) 110012

**BUCKINGHAMSHIRE**
MILTON KEYNES AREA
Equal Opportunity Employer
Consequent upon the promotion of previous post holders, applications are invited for Deputy Headships at the following First Schools, catering for the five to eight age range.
Successful applicants will be expected to give a lead in general class-room practice, to have expertise in a major area of the curriculum, to work closely with the Headteacher on the general management and organisation of the school and to liase with other schools and the wider community.
Posts available from Easter 1987:
CEDARS COUNTY FIRST SCHOOL
Bury Street, Newport Pagnell MK16 0DT
DEPUTY HEADSHIP - Group 5
CASTLES COUNTY FIRST SCHOOL
Warwick Road, Bletchley, Milton Keynes MK3 6BA
DEPUTY HEADSHIP - Group 4
WELLSMEAD COUNTY FIRST SCHOOL
Hertford Place, Bletchley, Milton Keynes MK3 7HE
DEPUTY HEADSHIP - Group 4
Posts available from September 1987:
RIVERS COUNTY FIRST SCHOOL
Trent Road, Bletchley, Milton Keynes MK3 7EB
DEPUTY HEADSHIP - Group 5
OLNEY COUNTY FIRST SCHOOL
Spinney Hill Road, Olney MK46
DEPUTY HEADSHIP - Group 4
Information relative to ALL listed posts:
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Application forms and further details are available from the Education Officer, J.A. Ginnever, B.Sc., M.Ed., at the Milton Keynes Area Education Office, I Witan Gate East, Central Milton Keynes MK9 2BE, on receipt of a foolscap stamped addressed envelope.
Please state CLEARLY which post is being sought. (36529) 110012

**CAMBRIDGESHIRE**
(EQUAL OPPORTUNITY EMPLOYER)
WINYATES COUNTY PRIMARY SCHOOL
Orton Goldhay, Peterborough PE2 0RF
Tel: Peterborough 234185
Head Teacher: Mr. P.J. Brittain
Readvertisement - Previous applicants will be reconsidered
GROUP 5
Roll: 300
Required for Easter 1987:-
Deputy Head Teacher.
Applicants are invited from successful, experienced and committed teachers for the Deputy Headship of this Group 5 open plan primary school.
The school is open plan, serves children of the 4-11 year age range in a new town development area, and positively encourage community involvement in its life.
Visits are welcome.
Possible housing assistance.
Forms of application and further details available from the Head Teacher at the above address (s.a.e. first class). Closing date 30th January, 1987.
(45850) 110012

**CAMBRIDGESHIRE**
(Equal Opportunity Employer)
SOHAM COUNTY JUNIOR SCHOOL
Townsend, Soham, Cambs. CB7 5DD
Required for September. Deputy Headteacher (Group 3). A particular strength within the areas of Mathematics, Music, P.E./Games or Computer Assisted Learning Techniques may be an advantage.
Application form and details from the Headteacher (s.a.e. please). Closing date 2nd February. (46359) 110012


SURREY COUNTY COUNCIL

* FRINGE AREA LONDON ALLOWANCE £282 p.a. throughout the County.
* Temporary housing may be available.
* Generous relocation expenses in approved cases.

## DEPUTY HEADSHIP

SANDFIELD COUNTY FIRST SCHOOL
Stoke Road, Guildford, Surrey GU1 4DT

DEPUTY HEADTEACHER required for the Summer Term 1987 for this Group 3 first school for pupils aged 5-8 years. (NOR 170) Applications are invited from suitably experienced and enthusiastic teachers.

Application form and further details from South West Area Education Office, 14 a/b North Street, Guildford, Surrey, GU1 4AF.

Closing date for applications: 30th January 1987. (02132)


**CAMBRIDGESHIRE**

EQUAL OPPORTUNITY EMPLOYER)

WATERGALL COUNTY JUNIOR SCHOOL
Watergall, Bretton, Peterborough PE3 8NX

Tel: Peterborough 266440

HEAD TEACHER: Miss S.E. Bates

GROUP 5

Required for April, 1987. A highly experienced class teacher for the post of Deputy Head Teacher (Group 5). This modern open plan school offers scope for a teacher committed to direct experience learning.

Possible housing assistance.

Further details and an application form available from the Head Teacher at the above address (s.a.e.).

Closing date 30th January. (37894) 110012

**CHESHIRE**
EDUCATION COMMITTEE

ST. PAUL'S RC AIDED PRIMARY SCHOOL
Marley Rd., Poynton, Nr. Stockport, Cheshire

Tel: Poynton 871960

Required for Summer Term or as soon as possible thereafter

DEPUTY HEAD - GROUP 3.

Suitably qualified and experienced teacher required to play a leading role in curriculum and staff development. Applicants should hold the Catholic Teachers Certificate and should state their philosophy of primary education and their particular curriculum strengths and interests. Music an advantage. Closing date: 28th January, 1987.

Application forms and further details available from the District Education Officer, County Offices, Chapel Lane, Wilmslow. Tel: Wilmslow 534700. To be returned to the Head Teacher at the school. (37877) 110012

**DORSET**
ST JAMES' C.E. (V.C.) FIRST SCHOOL
Park Lane, Alderholt, nr. Fordingbridge
(age-range 5-9, NOR 170)
Required April, 1987. Deputy Headteacher for this Group 3 School. This is a readvertisement and previous applicants will automatically be reconsidered.
Application forms and further details from the Staffing Officer, Eastern Area Education Office, Portman House, Richmond Hill, Bournemouth BH2 6ER, on receipt of s.a.e. Closing date 2nd February 1987. (36733) 110012

**HERTFORDSHIRE**
LEY PARK INFANTS' SCHOOL
Cozens Lane East, Broxbourne, Herts.
Head Mrs. D.M. Powell
Deputy Head required for this Group 4 Infant and Nursery School for April 1987, (re-advertisement).
Application forms and further details available from the Divisional Education Officer, Scott House, Hagsdell Road, Hertford SG13 8BQ (s.a.e. please) to be returned to the school as soon as possible. Closing date 30 January 1987.
Generous relocation expenses in approved cases. (36259) 110012

**ESSEX**
FRIARS JUNIOR SCHOOL
Constable Way, Shoeburyness
Tel: Shoebury 3771
(Roll 247)
DEPUTY HEADTEACHER, Group 5
(Re-Advertisement)
Required Easter, good Class Teacher with flair and ability to help lead child-centred approach and further curriculum development. Excellent opportunity for the ambitious.
Closing date: 2nd February, 1987.
Previous applicants need to reapply.
Further details and application forms available from South East Essex Area Education Office, Civic Centre, Victoria Avenue, Southend-on-Sea (foolscap s.a.e. please).

FELMORE COUNTY JUNIOR SCHOOL
Felmores End, Pitsea, Basildon SS13 1PM
Tel: Basildon 727820
(Roll 253)
DEPUTY HEAD, Group 5 (+ £282 F.A.)
Required Easter, teacher with good classroom practice and understanding of children's needs who is aware of and will act upon current educational and management trends. Relocation expenses payable in approved cases.
Closing date: 30th January, 1987.

TILBURY MANOR INFANT SCHOOL
Dickens Avenue, Tilbury RM18 8HJ
Tel: Tilbury 2538
(Roll 348 + 60 Nursery)
DEPUTY HEADTEACHER, Group 5 (+ £282 F.A. + £801 SPA)
Required Easter for open-plan school with nursery unit and home/school links. Involvement in all areas of curriculum development and organisation. Vacancy due to promotion. Relocation expenses payable in approved cases.
Closing date: 30th January, 1987.

HERRINGHAM COUNTY JUNIOR SCHOOL
St. Mary's Road, Chadwell St. Mary, Grays RM16 4JX
Tel: Tilbury 2016
(Roll 200)
DEPUTY HEADTEACHER, Group 4 (+ £282 F.A.)
Required Easter, for 7 form Junior School. Relocation expenses payable in approved cases.
Closing date: 28th January, 1987.

SHAW COUNTY JUNIOR SCHOOL
Avon Green, South Ockendon RM15 5QJ
Tel: South Ockendon 852367
(Roll 150)
DEPUTY HEADTEACHER, Group 3 (+ £282 F.A.)
Required Easter, candidates should state special interests and be prepared to work with new Head in all areas of curriculum development. Relocation expenses payable in approved cases.
Closing date: 30th January 1987.
In all the above cases write to S.W. Area Education Office, The Knares, Basildon SS16 5RX, for form and details please. (foolscap s.a.e. please) (36606) 110012

**MERTON**
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
MERTON IS AN EQUAL OPPORTUNITIES EMPLOYER
All applications will be considered on their merits
WIMBLEDON PARK PRIMARY SCHOOL
Havana Road, Wimbledon SW19 8EJ
Tel: 01-946 4985
Head Teacher: Mrs. J. Pack, B.Ed.
Age Range: 3-9
No : on Roll: 281
Required for April, 1987 or earlier if possible. DEPUTY HEAD TEACHER for this Group 4 school. Enthusiasm and interest in curriculum development and an ability to teach the age range 3-9, will be essential for this post.
CLOSING DATE: 30th January, 1987.
Application forms and further particulars of the post are available from the Head Teacher at the above address. Please enclose stamped addressed envelope. (36288) 110012


## WHITEFRIARS FIRST & MIDDLE SCHOOL

Whitefriars Avenue, Wealdstone, Harrow HA3 5RQ 01-427 2080

## Deputy Headteacher

required from April 1987 for this Group 5I First and Middle School with Nursery close to Wealdstone town centre.

The successful candidate will act as the school's coordinator for science and additionally should be able to offer some of the following; teaching experience throughout the First and Middle School age range (5–12 years); an interest in art and craft; and a wish to be involved in the management of the school and its resources.

Visits to the school are welcomed – please telephone to arrange an appointment.

Outer London Allowance Payable.

Application forms from and to be returned to Headteacher by January 28th 1987. Please enclose stamped addressed envelope. (11758)

Harrow Education
an equal opportunity employer




### PRIMARY DEPUTY HEADSHIPS
continued

**HEREFORD AND WORCESTER**
COUNTY COUNCIL

DROITWICH, ST. PETER'S FIRST SCHOOL
Droitwich, Worcs. WR9 7AN

GROUP 5 SCHOOL

Required from September 1987 - Deputy Head for this partially open plan School, opened in 1982.

The School serves a 'mixed' catchment area on the outskirts of Droitwich Spa - 7 miles from Worcester City. The Governors will hope to appoint an enthusiastic Christian teacher with a strong sense of commitment willing to share an involvement in the day to day life of a Church of England School.

Applicants should have current experience of micro-computers within the Primary School age-range and be qualified to promote their development as well as the responsibility for Primary Maths.

Other experience and interests relevant to the post should, naturally, include a wide interest in Reading and Language throughout the whole spectrum of Primary School development.

Applications with S.A.E. please, should be addressed to the Headteacher.

MOONS MOAT FIRST SCHOOL
Cleeve Close, Church Hill South, Redditch

Deputy Head required for this Group 5 school for the commencement of the Summer Term 1987. Ability to continue the curriculum development work in the use of the Word processor to aid children's writing is essential.

Application forms and further details are available from the Headteacher (S.A.E. please).
(36503) 110012

**HUMBERSIDE**
COUNTY COUNCIL
EDUCATION DEPARTMENT
East Riding Division
GILBERDYKE COUNTY PRIMARY SCHOOL
Gilberdyke, Brough HU15 2UQ
DEPUTY HEADTEACHER
(Group 5)
Required from Easter 1987 a suitably experienced teacher to initially teach a junior class and to take responsibility for a major area of curriculum development throughout the school.
Application forms and further details are available from the Head of the school (S.A.E. please) to whom completed forms should be returned by 26th January, 1987.
(36345) 110012

**NORTHAMPTONSHIRE**

MIDDLETON CHENEY C P SCHOOL
Main Road, Middleton Cheney, Nr. Banbury, Oxon. OX17 2PD

DEPUTY HEADSHIP, GROUP 5

Applications are invited from suitably qualified and experienced teachers for the deputy headship of this pleasantly situated and recently remodelled group 5 primary school.

Applicants should be interested and experienced in curriculum and staff development. The Headmaster would be glad to supply further details and to arrange visits to the school for interested applicants.

Head - Mr. L. Richards (Tel: Banbury 710218).

Closing date: 27th January.

Details and application forms (s.a.e.) available from the County Education Officer (Ref: MH), Northampton House, Northampton NN1 2HX.

Northamptonshire welcomes applications regardless of marital status, sex, race and disability. (37866) 110012

**POWYS**
COUNTY COUNCIL
EDUCATION DEPARTMENT
LLANGATTOCK C. IN W. SCHOOL
Near Crickhowell
Required for 27th April, 1987, or such earlier date as may be agreed a Qualified Deputy Head Teacher. Group 3. (Ref: 272).
Application forms obtainable from the Director of Education, The Lindens, Spa Road, Llandrindod Wells, Powys LD1 5HA to whom completed forms should be returned by 30th January, 1987. (36908) 110012

**REDBRIDGE**

SOUTH PARK JUNIOR SCHOOL
Water Lane, Seven Kings, Ilford, Essex IG3 9HF

TEL: 01-590 1496

Headmaster: P.J. Drewe

Required for Summer Term 1987: Second Master/Mistress (salary scale equivalent to Deputy Head Group 7).

An experienced, able and enthusiastic teacher is required for the above post, created by the promotion of the present incumbent. Prospective applicants are welcome to visit the school.

Closing date: 30th January, 1987.

Application forms and further details are available from and returnable to The Director of Educational Services, 255-259 High Road, Ilford, Essex IG1 1NN. (Tel: 01-478 3020, Ext. 3135). (36663) 110012

**REDBRIDGE**

WANSTEAD CHURCH SCHOOL
Church Path, Wanstead, London E11 2SS

Tel: 01-989 6001

Head: Mrs. V.K. Birchall

Required for Summer Term 1987 : Deputy Headteacher (Group 4).

Applications are invited from experienced and enthusiastic teachers, who should preferably be practising and communicant members of the Church of England. Wanstead Church is a voluntary aided, one form entry primary school.

Application forms and further details are available from the Director of Educational Services, 255-259 High Road, Ilford, Essex IG1 1NN (Tel: 478 3020, Ext. 3135), to whom completed forms should be returned by 30th January, 1987. (36662) 110012

**SHROPSHIRE**

OSWESTRY RC PRIMARY SCHOOL
Upper Brook Street, Oswestry, Shropshire SY11 2TG

Tel: Oswestry 652849

Required for Easter or September 1987, Permanent, Full-time Dep. Head Scale 3 Teacher to take an active role in the life of the whole school and curriculum development. Commitment to direct experience approach an advantage. Initially to teach Reception Class. Practising Catholic preferred.

Application forms and details from the Head (SAE) preferred. (37554) 110012

**SHROPSHIRE**

ALEXANDER FLEMING CTY. INF. SCHOOL
109 Southgate, Sutton Hill, Telford, Shropshire TF7 4HG

Tel: Telford 586532

Required for Easter, Permanent, Full-time Deputy Head Gp. 4 Teacher of Infants.

A commitment to taking an active role in the development of a broad curriculum based upon a direct experience approach is required. Please state strengths and interests.

Application forms and details from the Head (SAE required).
(36568) 110012

**SOMERSET**
COUNTY COUNCIL
For various primary headships please see under the Somerset County Council composite advertisement on Page 71 for details.
(36328) 110012

**WALSALL**
METROPOLITAN BOROUGH COUNCIL

DEPUTY HEADTEACHER
Group 4

Required for Easter, 1987, at Ogley Way Infants' School, Church Road, Brownhills, Walsall, West Midlands WS8 6AB. Candidates should be enthusiastic, energetic, and experienced teachers who have proven commitment to an 'active' curriculum and self development, and are invited to visit the school on arrangement with the Headteacher.

Application forms available on receipt of an S.A.E. from the Director of Education, Civic Centre, Darwall Street, Walsall, West Midlands WS1 1DQ.

Closing Date: 28th January, 1987.

Walsall is an Equal Opportunity Employer.
(36538) 110012

**WEST SUSSEX**
OUR LADY QUEEN OF HEAVEN R.C. SCHOOL
Hare Lane, Crawley RH11 7PZ
DEPUTY HEADTEACHER
GROUP 4
Deputy Headteacher required for this Group 4 School. Successful candidate will have proven teaching ability within the 5-9 age range. Practising Roman Catholic preferred.
Closing date: 2nd February, 1987.
Application and details from Area Education Officer, Goffs Park House, Old Horsham Road, Crawley RH11 8PB.
S.a.e. please.
(36550) 110012

**WEST SUSSEX**
EDUCATION DEPARTMENT
DEPUTY HEADTEACHER
BISHOP TUFNELL C.E. (AIDED) INFANT SCHOOL
(Group 5, Age Range 5-8)
Deputy Headteacher required as soon as possible at this Group 5 Church School.
Application form and further details available from Head Teacher, Bishop Tufnell C.E. (Aided) Infant School, Pennyfields, Felpham, Bognor Regis PO22 6BN (s.a.e. please). (36549) 110012

**WEST SUSSEX**
BROADFIELD NORTH FIRST & MIDDLE SCHOOL
Seymour Road, Broadfield, Crawley
Required from Easter, 1987 or earlier if possible, Deputy Headteacher for this Group 7 First and Middle School. It is essential that applicants should have good leadership qualities and sound practice in the requirements of primary education today.
Application forms and further details from Area Education Office, Goffs Park House, Horsham Road, Crawley, Sussex.
Closing date: 2nd February, 1987. (36545) 110012

**WEST SUSSEX**
ST. MARY'S C.E. (AIDED) SCHOOL
Windmill Lane, East Grinstead, Sussex
Group 3
DEPUTY HEADTEACHER
Required for this Group 3 school following the promotion of the present holder. Candidates should state their curriculum strengths. A communicant member of the Church of England is preferred but not essential. Closing date three weeks from date of advertisement.
Application form and details available from Area Education Officer, Goffs Park House, Horsham Road, Crawley, Sussex and should be returned to the Headteacher at the above school. (36696) 110012

**WILTSHIRE**

Please see display advertisement on Page 43.
(55458) 110012

### Heads of Department

**BUCKINGHAMSHIRE**
MILTON KEYNES AREA
Equal Opportunity Employer
GIFFARD PARK COUNTY COMBINED SCHOOL
Broadway Avenue, Giffard Park, Milton Keynes MK14 5PY
Required from Easter 1987, a Head of Department (MLD) Scale 3. This post offers an exciting opportunity to initiate and develop an integrated provision for children with moderate learning difficulties within this newly opened 8-12 primary school. Applicants should have relevant experience in special/remedial education and mainstream primary.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Application forms and further details are available from the Headteacher, R.A.G. Morgan B.Ed., on receipt of a foolscap stamped addressed envelope. (45863) 110018

### Scale 2 Posts and above

**AVON COUNTY**
FRAMPTON COTTERELL CE PRIMARY SCHOOL
Rectory Road, Frampton Cotterell, Bristol BS17 2DA
Required from 27th April 1987, a teacher to be responsible for boys' games and for science throughout this group 5 primary school. Scale 3.
Letters of application to the Headteacher immediately giving full c.v. and names of two referees enclosing sae.

ST BARNABAS CE VC PRIMARY SCHOOL
Albany Road, Montpelier, Bristol BS6 5LQ
Required from 27th April 1987, a teacher to co-ordinate responsibility for provision for children from minority ethnic groups, ability to monitor achievement and underachievement in particular areas of the curriculum and make provision.
Candidates should have good experience and knowledge of the primary curriculum and of working in an integrated way. Scale 2.
Letters of application to the Headteacher immediately giving full c.v. and names of two referees, enclosing sae.
Avon is an Equal Opportunities employer considers applicants on their suitability for the post, regardless of sex, race, disability or sexual orientation. (36496) 110020

**BARNET**
LONDON BOROUGH
REQUIRED APRIL, 1987
GOLDBEATERS J.M.I. SCHOOL
Thirleby Road, Edgware HA8 0HA
Roll: 468
Scale 3
Infant co-ordinator for nine class Infant Department, including responsibility for one curriculum area ideally, but not necessarily, Language Development. Vacancy arising from promotion of previous postholder.
Removal expenses and separation allowances available.
Application forms (Foolscap s.a.e.) obtainable from and returnable to the Headteacher by 30th January, 1987. (36709) 110020


SOCIALISM AT WORK

Tameside Metropolitan Borough

EDUCATION DEPARTMENT

## PRIMARY SCHOOL VACANCIES
## DEPUTY HEADTEACHER POST

DUKINFIELD BROADBENT FOLD C.P. SCHOOL
Deputy Headteacher – Group 4
A suitably qualified and experienced teacher is required for the Deputy Head vacancy at this Group 4 primary school. The successful applicant will be expected to head a team teaching situation in the Junior Department and offer some specialist subject for responsibility throughout the school.

Application forms and further details obtainable from The Director of Education, Teachers Staffing Section, Tameside MBC, Council Offices, Wellington Road, Ashton-under-Lyne, Tameside OL6 6DL. Tel: 061-344 3238. Completed forms to be returned by 30th January 1987.

## ASSISTANT TEACHER POSTS

DROYLSDEN ST. STEPHEN'S R.C. AIDED PRIMARY SCHOOL
Scale 1 – Reception. This is a temporary post from as soon as possible to 31st August, 1987. A Practising Catholic with Catholic Teachers' Certificate preferred. Application forms obtainable from The Director of Education, Teachers' Staffing Section, Tameside MBC, Council Offices, Wellington Road, Ashton-under-Lyne, Tameside OL6 6DL. Tel: 061-344 3238. Completed forms to be returned to Fr. Bulfin, St. Stephen's R.C. School, Chappell Road, Droylsden, Manchester M35 7NA as soon as possible.
HATTERSLEY PINFOLD C.P. SCHOOL
Scale 1 – Lower Juniors. This is a temporary post from as soon as possible to 19th June, 1987.
STALYBRIDGE BUCKTON VALE C.P. SCHOOL
Scale 1 – Juniors. This is a temporary post from the 19th January, 1987 to 18th July, 1987.
MOSSLEY HOLLINS NURSERY SCHOOL
Scale 1 – Nursery.

Application forms obtainable from and returnable to The Director of Education, Teachers Staffing Section, Tameside MBC, Council Offices, Wellington Road, Ashton-under-Lyne, Tameside OL6 6DL. Tel: 061-344 3238 as soon as possible.

AN EQUAL OPPORTUNITY EMPLOYER



CYNGOR SIR DYFED COUNTY COUNCIL

Yn eisiau cyn gynted ag sy'n bosibl.

1. YSGOL WIRFODDOL DAN GYMORTH PENBOYR, DREFACH, FELINDRE
(Grŵp 3) £8,910–£12,627
AIL-HYSBYSEB

Gwahoddir ceisiadau oddi wrth athrawon profiadol am swydd DIRPRWY BRIFATHRO/BRIFATHRAWES yn yr ysgol uchod. Disgwylir i'r ymgeisydd llwyddiannus fod yn gyfrifol am feysydd arbennig o fewn y cwricwlwm. Rhaid iddo/iddi fedru dysgu drwy gyfrwng y Gymraeg a'r Saesneg. Rhaid iddo/iddi fod yn aelod gweithredol o'r Eglwys Anglicanaidd. Rhaid i un canolwr fod yn offeiriad plwyf yr ymgeisydd.

Gellir cael ffurflenni cais ar dderbyn amlen yn dwyn cyfeiriad a stamp oddi wrth y Swyddog Addysg Rhanbarthol, Swyddfa Addysg Ranbarthol, 1 Heol Penlan, Caerfyrddin. Ceisiadau i'w dychwelyd erbyn 29ain Ionawr, 1987.

2. YSGOL WIRFODDOL DAN GYMORTH Y MODEL, CAERFYRDDIN,
(Grŵp 3) £89,910–£12,627

Gwahoddir ceisiadau oddi wrth athrawon profiadol am swydd DIRPRWY BRIFATHRO/BRIFATHRAWES yn yr ysgol uchod. Disgwylir i'r ymgeisydd llwyddiannus fod yn gyfrifol am feysydd arbennig o fewn y cwricwlwm. Rhaid iddo/iddi fedru dysgu drwy gyfrwng y Gymraeg a'r Saesneg. Rhaid iddo/iddi fod yn aelod gweithredol o'r Eglwys Anglicanaidd. Rhaid i un canolwr fod yn offeiriad plwyf yr ymgeisydd.

Gellir cael ffurflenni cais ar dderbyn amlen yn dwyn cyfeiriad a stamp oddi wrth y Swyddog Addysg Rhanbarthol, Swyddfa Addysg Ranbarthol, 1 Heol Penlan, Caerfyrddin. Ceisiadau i'w dychwelyd erbyn 22ain Ionawr, 1987. (16517)



SURREY COUNTY COUNCIL

*FRINGE AREA LONDON ALLOWANCE £282 p.a. throughout the County.
*Temporary housing may be available.
*Generous relocation expenses in approved cases

## DEPUTY HEADSHIPS

WALLACE FIELDS COUNTY MIDDLE SCHOOL, Dorling Drive, Ewell, Surrey, KT17 3BH

Required for September 1987 a Deputy Headteacher for this Group 5 Middle School for pupils aged 8-12 years. Estimated N.O.R. for January 1988 – 256.

Salary Scale: £10,308 – £12,846 plus £282 Surrey Allowance.

WALLACE FIELDS COUNTY FIRST SCHOOL, Wallace Fields, Ewell, Surrey, KT17 3HH

Deputy Headteacher required for September 1987 for this Group 3 First School for pupils aged 5 – 8 years, Estimated N.O.R. for January 1988 – 173

Salary Scale – £7,905 – £11,163 plus £282 Surrey Allowance

Application forms and further details for both posts from Area Education Officer, 7 Monument Hill, Weybridge, Surrey, KT13 8RZ. Tel: Weybridge 52811.

Closing date 30th January 1987. (00560)



## GRANGE FIRST SCHOOL

Welbeck Road, South Harrow
01-422 5054

## Deputy Head

GRANGE FIRST

Group 5 for April 1987

Applications are invited for the post of Deputy Head from experienced teachers commmitted to good modern educational practice who are willing to participate fully in the life and development of this multi-cultural school.

Outer London Allowance Payable.

Application forms from and to be returned to The Headteacher by 28.1.87. Please enclose stamped addressed envelope.

(11758)

Harrow Education
an equal opportunity employer

## PRIMARY EDUCATION
continued

**DEVON**
COUNTY COUNCIL
Please see display advertisement on Page 44.
(37858) 110020

**CUMBRIA**
*BARRINGTON JUNIOR SCHOOL*
Harrington, Workington CA14 5PX
(County mixed 7-11 n.o.r. 218)
Required for April, 1987, an enthusiastic Assistant teacher (scale 2) initially to work with 3rd year Juniors. The successful applicant will take responsibility for the curriculum area of maths, science or music.
Application forms from Director of Education, 5 Portland Square, Carlisle CA1 1PU (s.a.e. please). Closing date 29.1.87. (36613) 110020


## SCALE 2

The following posts are available from April 1987:

**GODWIN INFANTS' SCHOOL (Roll 273)**
**Hatfield Road, Dagenham, Essex**
**Tel: 01-592 3771**
An experienced and enthusiastic teacher to take responsibility for language development.

**JOHN PERRY INFANTS' SCHOOL (Roll 118)**
**Charles Road, Dagenham, Essex**
**Tel: 01-592 8173**
An experienced and enthusiastic teacher to take responsibility for Music. Interest in Art and Display an advantage.

**Roding Infants' School (Roll 152)**
**Bowes Road, Dagenham, Essex**
**Tel: 01-592 1302**
An experienced, committed and well-organised class teacher, willing to accept responsibility for Maths and Science throughout the school. A sound knowledge of computers an advantage.

**DOROTHY BARELY JUNIOR SCHOOL (Roll 260)**
**Ivinghoe Road, Dagenham, Essex**
**Tel: 01-592 2107**
P. E. Curriculum Co-ordinator – An experienced and enthusiastic class teacher committed to modern educational practice is required to develop and co-ordinate P. E. throughout the school.

**MARKS GATE JUNIOR SCHOOL (Roll 204)**
**Rose Lane, Chadwell Heath, Romford, Essex**
**Tel: 01-599 1416**
Junior Teacher. An enthusiastic class teacher to take responsibility for Boys' Games and Computer Studies in this modern school set in pleasant surroundings.

**WARREN JUNIOR SCHOOL (Roll 293)**
**Gordon Road, Chadwell Heath, Romford, Essex**
**Tel: 01-590 2564**
Assistant teacher to take charge of all aspects of Music throughout the school.

**FIVE ELMS PRIMARY SCHOOL (Roll 273)**
**Wood Lane, Dagenham, Essex**
**Tel: 01-592 2923**
An energetic and committed primary school teacher with the ability to lead a lively team of colleagues in one or more curriculum areas. Please state special interests.

**PARSLOES PRIMARY SCHOOL (Roll 344)**
**Spurling Road, Dagenham, Essex**
**Tel: 01-592 7861**
An experienced, enthusiastic teacher to take responsibility for the development of micro-computer studies throughout the primary school and to assist as co-ordinator of display throughout the school.

INFORMAL VISITS WELCOMED IN RESPECT OF ALL THE ABOVE VACANCIES.

**Application forms are available and returnable to the Chief Education Officer, Town Hall, Barking, Essex (s.a.e.). Closing date: 29th January 1987.**

## Borough Unattached Staff

Required for April 1987 or sooner if possible:

Four suitably qualified and experienced teachers to serve on the Authority's Borough Unattached Staff. These posts offer an opportunity for teachers to broaden their experience and so strengthen their future career prospects. Borough Unattached teachers are members of the Authority's permanent staff. They serve principally in primary schools but sometimes in special schools or the Special Education Units. They are allocated to schools normally for a term at a time, though they occasionally remain in the same school for two terms or longer. It may, in some instances, be necessary for them to serve in several schools during the course of a term. At the level of Scale 3 they could be required to fill temporary posts of some responsibility. The requirement for Scale 3 is that applicants *should have proven experience in both Infant and Junior schools.* Scale 2 or 3 according to experience and qualifications. £1,110 per annum Inner London Allowance.

Of these four posts, the Authority is seeking to recruit one or possibly more Borough Unattached Teachers principally to cover vacancies in Nursery classes attached to infant schools. These posts will be at Scale 3, and it is essential that applicants have had nursery training and continuous experience of at least 4 years in nursery schools and classes.

Application forms and further details available from the Chief Education Officer, Town Hall, Barking, Essex (s.a.e.). *Closing date: 29th January 1986.* (18560)

**Barking & Dagenham**
LONDON BOROUGH


**BARNET**
*LONDON BOROUGH*
REQUIRED APRIL, 1987
GOLDBEATERS J.M.I. SCHOOL
Thirleby Road, Edgware HA8 0HA
Roll: 468
Scale 2
Infant Teacher with responsibility for Music in Infant department.
Removal expenses and separation allowances available.
Application forms (Foolscap s.a.e.) obtainable from and returnable to the Headteacher by 30th January, 1987. (56710) 110020

**BARNET**
LONDON BOROUGH
REQUIRED APRIL, 1987 OR EARLIER IF POSSIBLE
ALL SAINTS' C.E. J.M.I. SCHOOL
Cricklewood Lane, Childs Hill, NW2 2TH
Tel: 01-455 9091
Roll: 139
Experienced Infant Teacher Scale 2 for suitable applicant. Please state curriculum interests. Church communicant member preferred. Visits welcome.
Removal expenses and separation allowances available.
Application forms (Foolscap s.a.e.) obtainable from and returnable to The Clerk to the Governors c/o school by 30th January, 1987. (36801) 110020

**BARNET**
LONDON BOROUGH
REQUIRED APRIL, 1987
DOLLIS INFANTS SCHOOL
Pursley Road, Mill Hill, NW7 2BU
Tel: 01-959 3995
Roll: 270
Experienced Infant Class Teacher for this lively three form entry school with an interest in promoting language OR numeracy skills across the age range. A commitment to the principles of child development is essential. Visits are most welcome. (Scale 2 available for suitable applicant).
Removal expenses and separation allowances available.
Application forms (foolscap s.a.e.) obtainable from and returnable to the Headteacher by 30th January, 1987. (36803) 110020

**BARNET**
LONDON BOROUGH
REQUIRED APRIL, OR SEPTEMBER 1987
MONKEN HADLEY C.E. J.M.I. SCHOOL
Camlet Way, Monken Hadley, Barnet EN4 0NJ
Roll: 98
Junior Teacher, with ability to teach, and co-ordinate the development of, Music throughout this pleasant school with friendly family atmosphere. Please state other curricula strengths/interests.
Scale 2 for suitable applicant or possibility of first time appointment in September. Visits welcome by appointment. Tel: 01-449 0989.
Removal expenses and separation allowances available.
Application forms (foolscap s.a.e.) available from and returnable to the Head Teacher by 30th January, 1987. (36633) 110020

**BARNET**
LONDON BOROUGH
REQUIRED APRIL, 1987 OR SEPTEMBER, 1987
TUDOR J.M.I. SCHOOL
Queens Road, Finchley N3 2AG
Roll: 187
3 teachers are required to fill vacancies in the Junior and Infant Departments. Scale 2 posts are available to those candidates who are able to offer positive leadership in a specific area of the curriculum. Telephone calls and visits, to discuss details, are welcomed. Tel: 01-346 6010.
Removal expenses and separation allowances available.
Application forms (Foolscap s.a.e.) obtainable from and returnable to the Headteacher by 30th January, 1987. (36708) 110020

**CROYDON**
LONDON BOROUGH OF CROYDON
EDUCATION COMMITTEE
GOOD SHEPHERD RC PRIMARY SCHOOL
Dunley Drive, New Addington, Croydon, Surrey CR0 0RG
Tel: 0689 43341
Required for April 1987 an infant teacher to teach a class of top infants and to take responsibility for language development throughout the school. Applicants should be practising Catholics and hold the Catholic teachers certificate.
For application forms and further details please contact the Head Teacher.
Salary: Scale 2.
Tenable: 27th April 1987.
Closing date for applications 30th January 1987. (36659) 110020

**CROYDON**
LONDON BOROUGH OF CROYDON
EDUCATION COMMITTEE
CYPRESS JUNIOR MIXED SCHOOL
Cypress Road, South Norwood, London SE25 4AU
Tel: 01-653 2618
An enthusiastic and creative teacher is required who is keen to work together with a friendly and dedicated staff in developing the curriculum of the school. Please state any special skills or interests.
Salary: Scale 2.
Tenable: 27th April, or September 1987.
(36640) 110020

**BEDFORDSHIRE**
EDUCATION SERVICE
COUNTY STAFF (SUPPLY) TEAM
Required for April to join this permanent team:- Primary, Scale 3.
The successful candidate will be expected to offer good qualifications and experience, particularly with the 5-9 age range.
Ownership of a car is essential. Essential Car Users Allowance. *Assisted car purchase scheme.*
Application forms and full details from DPJ Browning, Chief Education Officer, County Hall, Bedford. (ref. SS/SST1). Closing Date: 29th January 1987.
The Council is an equal opportunity employer, and welcomes applications from members of ethnic minority groups, disabled persons and all other sections of the community. (36617) 110020

**BERKSHIRE**
ST MARY'S RC (JMI) SCHOOL
Cookham Road, Maidenhead, Berks. SL6 7EG
Required April 1987 a well qualified and experienced Scale 2 teacher, to lead Infants Department in this semi-open plan school. Must be practising RC. Pianist preferred.
Please apply to the Headteacher for application form and further details. No closing date.
An Equal Opportunity Employer. (37692) 110020

**BERKSHIRE**
ST. ETHELBERT'S R.C. COMBINED SCHOOL
Wexham Road, Slough
Permanent Scale 3 class teacher required, Summer Term, as co-ordinator of Upper School (10-12 years).
The successful candidate will be involved with the Head and Deputies in determining patterns of management, curricula, etc., in this newly-combined Group 6 school and will be required to lead a curriculum area.
The school is modern, well-equipped and occupies a large attractive site. Forms, prospectus, etc. from Headmaster Slough 22048 (24 hrs.). Closing date 27th January.
Help with re-settlement expenses in many cases. (37099) 110020

**BEXLEY**
LONDON BOROUGH
SOUTHLAKE PRIMARY SCHOOL
Seacourt Road, Thamesmead SE2 9UW
Tel: 01-310 0695
Junior teacher required for Summer Term 1987 in this large well equipped Primary School. Teachers should be able to offer experience in a major curriculum area and be willing to take responsibility. Scale 2 post available for suitable *applicant. Please* state special interests. Visits to the school welcome.
Application forms obtainable from Chief Education Officer for Schools (T.6), Town Hall, Crayford, Kent DA1 4EN.

BOROUGH CENTRALLY APPOINTED PRIMARY STAFF, SCALE 2
Applications are invited from experienced teachers able to teach throughout the Primary age range. Placement will be in Primary schools within the Borough, normally on a termly basis. Commencement Summer Term, 27th April 1987. Burnham Scale 2. Travel allowance and Outer London Allowance payable.
*Forms of application* and further details available from Chief Education Officer for schools (T.5), Town Hall, Crayford, Kent DA1 4EN. (36394) 110020

**BROMLEY**
BLENHEIM JUNIOR SCHOOL
Blenheim Road, Orpington, Kent BR6 9BH
Tel: 0689 31343
Roll: 188
For April 1987, an experienced teacher for a Scale 2 post of responsibility for the development of Physical and Health Education, with some Humanities/Environmental work, or the cultivation of aesthetic subjects. Teachers must be willing to be fully involved in general school activities and be able to lead in curriculum work within their special area. Main teaching responsibility will be with First Year Juniors for at least the current Educational Year.
Visitors welcomed.
Details/application forms from and returnable to the Head Teacher (large s.a.e. please) by 30th January 1987. (46256) 110020

**BUCKINGHAMSHIRE**
EQUAL OPPORTUNITY EMPLOYER
WESTON TURVILLE C.E. COMBINED SCHOOL
Weston Turville, Aylesbury, Bucks. HP22 5RW
Headteacher: Mrs. M.J. Long
Roll: 203 pupils
Scale: 3
Required for April 1987, an enthusiastic and adaptable Teacher for a class aged 11-12 years, to be responsible for co-ordinating Mathematics throughout the school, and for Boys' Games. An interest in Computers would be an advantage.
Assistance with removal expenses is given in approved cases.
Application form and further details (s.a.e.) from, and to be returned to, the Headmaster *at the school.*
(36527) 110020

**CAMBRIDGESHIRE**
(EQUAL OPPORTUNITY EMPLOYER)
WINYATES COUNTY PRIMARY SCHOOL
Orton Goldhay, Peterborough PE2 0RF
Tel: Peterborough 234185
Head Teacher: Mr P.J. Brittain
Group 5
Roll: 280
Required for Easter 1987:-
An enthusiastic, committed teacher to be responsible for Mathematics throughout the school and to teach the general primary school curriculum within a particular age range. *Scale 2 post.*
The school is open plan, serves children of the 4-11 year age range in a new town development area, and positively encourages community involvement in its life.
Possible housing assistance.
Form of application and further details available from the Head Teacher at the above address (s.a.e.). Closing date for applications 30th January, 1987. (36140) 110020

**CAMBRIDGESHIRE**
CROSSHALL JUNIOR SCHOOL
Great North Road, Eaton Socon, Huntingdon, Cambs.
Required for Easter 1987. Scale 3 Unit Leader. Responsibility for co-ordinating Lower Junior. Team of seven teachers in an open plan area using shared resources and common work areas. Please state curriculum strengths and interests. Visits would be welcome.
Application forms and further details from the Headteacher.
Closing date 28th January, 1987. (37896) 110020

**CAMBRIDGESHIRE**
(EQUAL OPPORTUNITY EMPLOYER)
WATERGALL COUNTY JUNIOR SCHOOL
Watergall, Bretton, Peterborough PE3 8NX
Tel: Peterborough 266440
Head Teacher: Miss S.E. Bates
GROUP 5
Required for April, 1987:- A highly experienced class teacher (Scale 2) able to meet the needs of a mixed ability class in an open plan school. The candidate needs to have an understanding of direct experience learning and be able to lead colleagues in a curriculum area.
Possible housing assistance.
Further details and an application form available from the Head Teacher at the above address (s.a.e.). Closing date 30th January. (37893) 110020

**CAMBRIDGESHIRE**
COUNTY COUNCIL
SAWTRY JUNIOR SCHOOL
Green End Road, Sawtry, Huntingdon, Cambs.
MATHEMATICS (Scale 2)
Required for April or September. Co-Ordinator for Mathematics. Interest in boys games helpful but not essential. This is a re-advertisement. Previous applicants will be considered.
Application forms and further details from the Headteacher (sae please). Closing date 30 January.
An Equal Opportunity Employer. (36718) 110020

**DORSET**
FERNDOWN MIDDLE SCHOOL
Church Road, Ferndown, Dorset BH22 9ET
(N.O.R. 700 Age range 9-13)
Required Easter, 1987. Design Co-ordinator Scale 3.
Imaginative and enthusiastic teacher required to head a specialist team in an important curriculum area. Applicants should be conversant with modern C.D.T. practice as applied to this particular age range.
Application forms and further particulars from the School. Closing date 28th January, 1987. (37318) 110020

**DORSET**
RE-ADVERTISEMENT
SPRINGDALE FIRST SCHOOL
Springdale Road, Broadstone BH18 9BW
(Age Range 5-9)
Required April or September 1987, enthusiastic First School teacher to co-ordinate mathematics throughout the school. Scale 2 Post (Scale 3 Post for suitably qualified and experienced candidate).
Further details and application forms from the Headmistress on receipt of s.a.e.
Previous applicants will automatically be reconsidered.
Closing date 31st January 1987. (46926) 110020

**DORSET**
MERLEY FIRST SCHOOL
Oakley Straight, Merley, Wimborne BH21 1SD
(age range 5-9, 380 on roll)
Required September, 1987. Mathematics and Science co-ordinator (Scale 3) to join a lively team and to administer and lead the teaching of this important area of the curriculum throughout the school.
Application forms and further details from the Headmaster on receipt of s.a.e. Closing date 6th February 1987.
(36728) 110020

**DUBAI**
THE RASHID SCHOOL FOR BOYS
Substantial Tax free salaries.
See Overseas.
(37577) 110020

**ESSEX**
NORTHLANDS COUNTY JUNIOR SCHOOL
Winifred Road, Pitsea, Basildon SS13 3JQ
Tel: Basildon 553366
(Roll 458)
TEACHER SCALE 3 (+ £282 Fringe Allowance)
Required Easter, enthusiastic teacher with proven leadership qualities to play leading part in curriculum growth, specifically language development in a large school. Visits welcome. Relocation expenses payable in approved cases. Closing date 28th January, 1987.
ENGLISH AS A SECOND LANGUAGE SCALE 2
Required Easter, qualified teacher with interest in multi-cultural education to assist in group of Primary Schools in Grays area. Opportunities for personal development in liaising with Heads and staff in support advisory capacity. Vacancy due to promotion of previous postholder to Deputy Headship. Relocation expenses payable in approved cases. Closing date: 30th January, 1987.
Write to S.W. Essex Area Education Office, The Knares, Basildon SS16 5RX for form and details (foolscap s.a.e. please) of the above two posts.

FIVEWAYS CP SCHOOL
Winstree Road, Stanway, Colchester
Tel: (0206) 574849
(Roll 270)
TEACHER SCALE 2 OR 3
Summer Term 1987, enthusiastic teacher with topic-based approach. Particular expertise with younger children, contribution to Mathematics/Music. Closing date: 30th January, 1987.
Application forms and further details from Headteacher (foolscap s.a.e. please).

TILBURY MANOR INFANTS SCHOOL
Dickens Avenue, Tilbury RM18 8HJ
Tel: Tilbury 2538
(Roll 348)
TEACHER SCALE 2 (+ £282 F.A. and £201 S.P.A.
Required Easter, enthusiastic teacher to develop one or more curriculum areas: Maths, Computers, P.E. or CDT. Visit our friendly, welcoming school.
Further details and application forms available direct from Headteacher Mrs B. Pulham (foolscap s.a.e. please).

PELHAM & DAWS HALL FIELD STUDY CENTRE
Brent Pelham & Lamarsh, Nr. Bures, Suffolk
ASSISTANT WARDEN.
Burnham Scale 2
Required as soon as possible to help run Field Courses at both Centres and undertake preparation work, management and scientific recording. Closing date: 30th January 1987.
Application forms and further details from North West Area Education Office, Crossman House, Braintree CM7 6QA (foolscap s.a.e. please) 110020
(36605)

**HAMPSHIRE**
CROFT HAMMOND COUNTY INFANT SCHOOL
Bancroft Avenue, Stubbington, Fareham, Hants. PO14 2DE
N.O.R. 165
Required Easter 1987 - Scale 2 teacher, enthusiastic versatile teacher required to take on the responsibility for developing the science curriculum within the school. An interest in language development would also be an advantage.
Applications forms available from Headteacher s.a.e. please.
Closing date 28th January 1987.
The County Council pursues a policy of equality of opportunity. Applications welcome from particularly people with disabilities 110020
(37794)

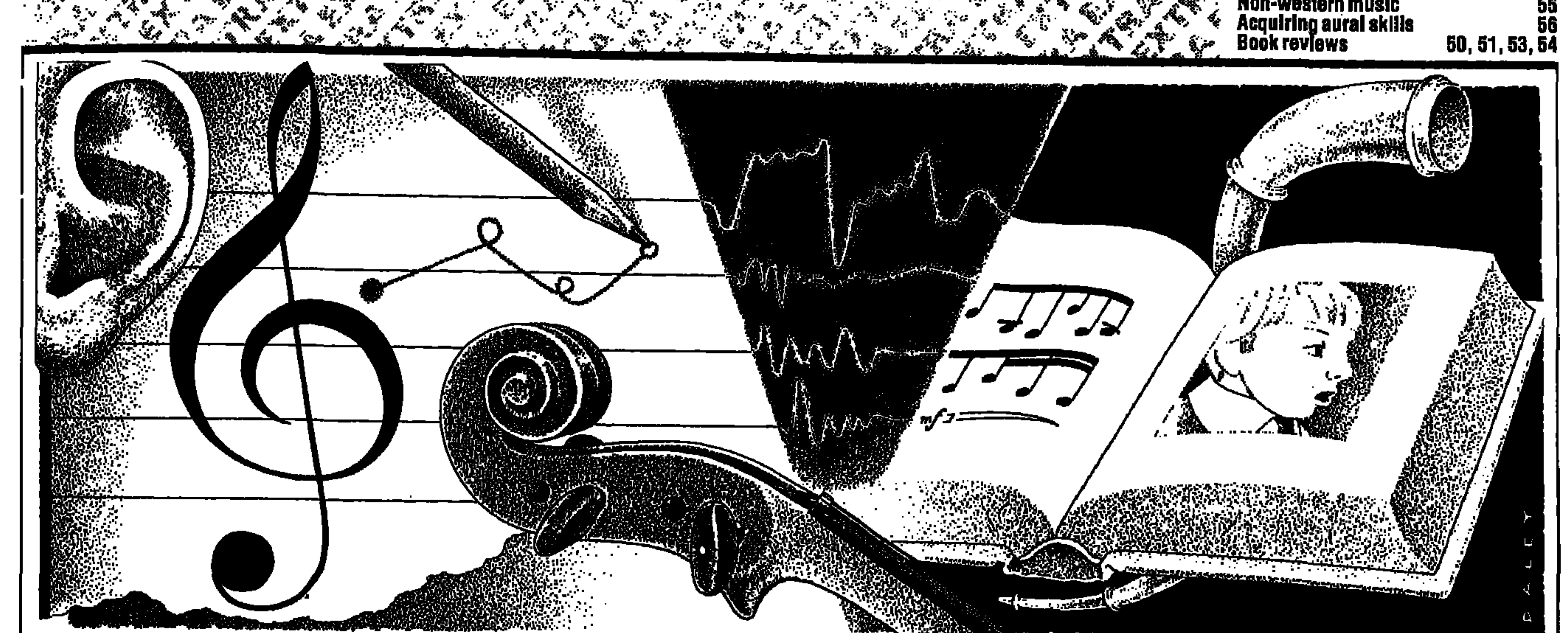
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# Music


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Music and language

# Aspects of an analogy

JO GLOVER

Wouldn't it be right to say that, like language learning, learning in music is a matter of learning a use – that just as almost all of us are language users so we are music users? And that in both realms this use can range from the ordinary to the imaginatively and expressively well-formed or the great?

The young, we might say, have to be intitiated into music "usage", not just in the narrow sense of its grammar and constructions, concepts and delivery but into the whole practice of music as it is woven into our lives, the functions it performs for us and the sense or significance it holds within the whole context of human doing.

Many *primary schools are currently* in the process of reworking their frameworks for the music curriculum and of establishing consultancy relationships between teachers with responsibility for music and class teachers in whose hands a substantial share of music provision is or will be.

There are aspects of the analogy between music learning and language learning which if recognized can, I think, help us to keep in view the musical riches which are apt to become peripheral or left untapped if they are not sought out and worked at.

We are, for instance, accustomed to looking for language learning opportunities across the entire breadth of activity in school and exploring its multiple uses through a variety of situations. As teachers we are conscious of ourselves as language users, of our role in exemplifying use and interacting with children linguistically. We encourage children to use language richly and actively at all levels from the everyday to the poetic, helping them put it to their own purposes and draw from their own experiences. *We make schools places* where language is put in the way of children through the resources of libraries, reading corners, wall displays. We look for a continuity between school and the world outside in respect of language using and users of every kind.

The musical parallels to these approaches keep open a great many doors. Their importance, however, turns on a deeper similarity between the two spheres, namely the crucial relationship that holds in both music and language between the context in which learning takes place and the ability to make use of what is being shown or told. For in order to learn to use language at all, a child must understand what language is and what it can do. Such understanding grows out of daily involvement with language in action – communicating, describing, naming, counting, asking, ordering, telling stories and so on and out of the teaching which is rooted in such activity.

So with music, in order to make use of any series of lessons, a child must be able to gather through practical experience what music is and what it can do, its powers, *the place it has in human* activity and again, the significance it holds within the whole context of human doing.

A child's need, therefore, is for involvement with music in action, but above all in situations which make clear what it is that people find in music. It is only contact with (to pursue this distasteful concept a bit further) "music users" actually using music in a multiplicity of contexts and levels that can show how it is to be understood. To provide this kind of contact within the primary school is not difficult but it cannot be left to chance. It is sometimes the case that much energy goes into the planning of sequences of lessons gathered into topics and yearly schemes of work with detailed objectives for every age and stage while the wider picture and the roles and activity of the teaching staff are given scarcely a thought.

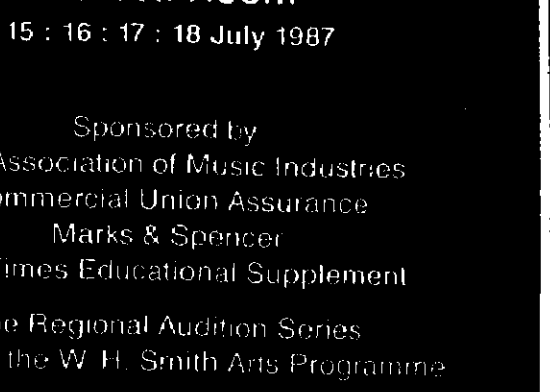
To highlight some of these we might seek out some of the musical parallels to the language learning approaches referred to above. We can look across the whole curriculum at how music is woven into *other activities. There is* much familiar territory here – drama, movement, topic work, communal celebrations and events. The important question, however, is what opportunities can be opened up for exploring the different musical functions themselves. This involves working on the musical components carefully and in detail with the children in such a way as to let them see the relationships between music and everything else and make musical choices accordingly.

Within the classroom situation we need to find scope for all children to evolve musical purposes of their own which relate to their experiences and ideas both musical and otherwise so that they are encouraged to see themselves as music "users". Among other things, this requires provision within the class context for children's own pieces to be made, listened to, recorded and played by others, and opportunities for individual exchange of ideas about music, choices of songs or music for movement and so on, and access to resources for the building of music into particular pieces of work.

Perhaps the single most significant difference is made when as teachers we allow ourselves to be seen in school as the "music users" that we are outside of it. We can be seen as people who choose to use music at certain times for certain reasons, who choose a song, a style, a player, an instrument, choose to make music ourselves or to listen to it. We need to show musical response in our faces and in how we move or attend, concentrate, listen in stillness, in order to help children understand how we are relating to music – just as we make clear when speaking or

continued


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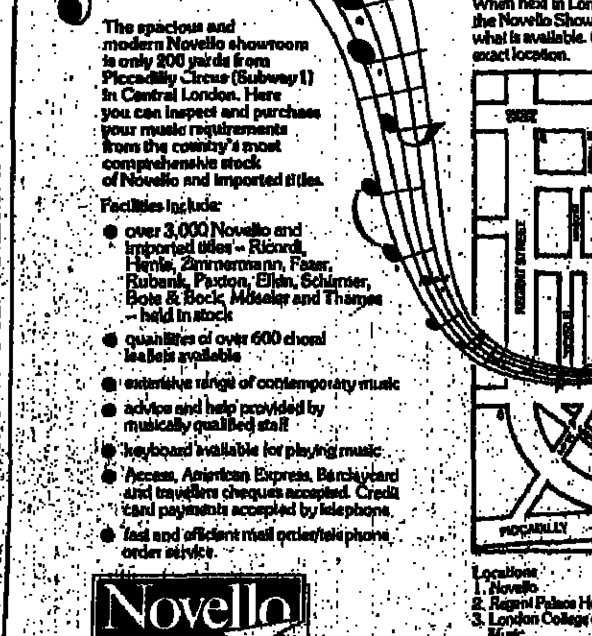
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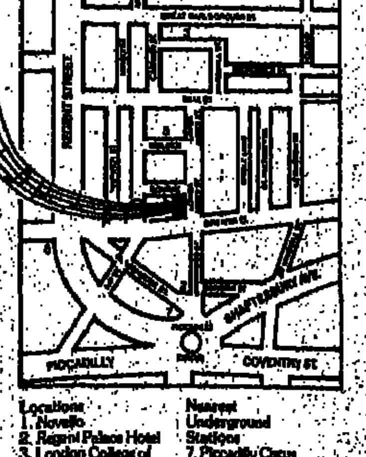
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GCSE criteria – circa 500AD

# Beating time

**ROSEMARY BROADBENT**

Some time ago an HMI report bemoaned the fact that a school was using textbooks which were 20 years old. It was not clear whether the inspectors were more concerned about the physical condition of the books or the date of their contents, but a combination of the two seemed to be implied. Information is becoming obsolescent at a terrifying rate, and it is a common understanding that much of what we teach now will be worthless in 20 years' time.

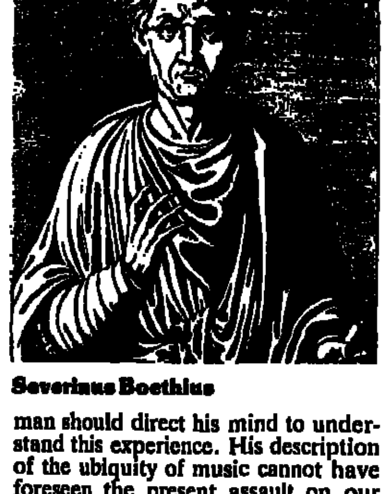
At about the same time I came upon the fact that the University of Oxford used the same textbook on music for something approaching 500 years up to the 18th century, by which time the book was a thousand years old. Even allowing for a fair degree of academic isolation, it seemed incredible that a book should have been in use for so many centuries if it had nothing to say. What approach could have been equally enlightening to the contemporaries of Dunstable and Dowland, of Machaut and Mozart?

Shortly after the question was posed, an English translation (*Boethius: The Principles of Music*, unpublished doctoral thesis by Calvin M Bower; the George Peabody College for Teachers, August 1966) of the very book came into my hands. The contents were mostly unfamiliar until I reached a chapter which established the GCSE criteria of dividing music into performing, composing and listening (this in the sixth century AD!), but the allocation of merit to these was somewhat different, as will be seen subsequently.

*De Institutione Musica* (The Principles of Music) was the work of Anicius Manlius Severinus Boethius, a Roman of patrician family who was born about AD 480, and rose to high office under Theodoric the Ostrogoth, only to be disgraced, exiled, tortured and clubbed to death in AD 524. He was an ardent student of Plato and Aristotle, but made a deliberate decision to enter the service of the state, following Plato's ideal of the philosopher ruler. He married well and lived to see both of his sons appointed consul, but denunciation on flimsy evidence followed swiftly and his downfall was as complete as it was unexpected.

Boethius is best known for a slim volume entitled *The Consolation of Philosophy*, written in prison in the last painful months of his life. It shows the author reconciling himself to his fate and discovering, to his delight, that the principles by which he had lived in more peaceful times were unshaken by the change in his fortune. Less well known are his books on arithmetic, geometry and music, but all exhibit his search for lasting principles on which to found his studies.

*The Principles of Music* addresses a wide audience, not just the specialist musician. Everyone hears music and reacts to it, he notes, so every educated



**Severinus Boethius**

man should direct his mind to understand this experience. His description of the ubiquity of music cannot have foreseen the present assault on our ears in shops, restaurants and buses, which makes his questions more relevant still.

In his answers, Boethius makes no claim to originality. He draws together the accumulated wisdom of centuries and presents it afresh for his own pupils. Plato, Ptolemy, Aristoxenus and Pythagoras are all called as witnesses, and he is not afraid, to expose, where their accounts differ, nor to give honour where it is due. In doing so he transcends his own age and extends the life of his book by centuries. No 18th-century student would have studied a book based on the personal musical preferences of Theodoric the Ostrogoth.

The main matter of the textbook is the analysis of musical sounds according to the ratios of their vibrations. By expressing consonance and dissonance in number the author is able to argue logically about experiences which seem purely emotional, and his aim is to teach an appreciation of music in which the head and the heart are both engaged. Those of us who have to mark meaningless, rule-bound melodies will side with Boethius here, and he provides food for thought about the student who refuses to study music seriously because he fears it will spoil his enjoyment.

The first book of the five which make up *The Principles of Music* concludes with a chapter entitled "What a musician is". The performer, composer and listener are described, but contrary to our present assumptions, the performer is given short shrift. He is, according to the medieval eye, a skilful craftsman, but subordinate to the composer as the builder of a monumental arch is subordinate to the architect. The poet or composer is also dislodged from his pedestal because he operates by natural instinct rather than by reason. The supreme accolade is granted to the discriminating listener: he who can judge and understand the products of others with true perception.

This is a surprising view to 20th-century minds, but, like meeting a traveller from a far-off land, it leads to interesting reflections on our current ideas. The argument as to whether music is – or should be – an academic subject rages on in every generation. I hope the mutual disdain once felt by music college and university-trained students is dying, but then I remember the unreality of the bird-and-duck argument in *Peter and the Wolf*: "What kind of musician are you if you can't play?", "What kind of a musician are you if you can't think?"

Examination boards manoeuvre constantly to balance the different elements, and still employers and university departments refuse to take the subject seriously. Which is more culpable, the university science department which will not accept A level music, or the music department which requires little more than a good grade in its own subject?

We are all, presumably, looking for a balance of the three elements in our pupils and in ourselves. For Boethius, each served to develop a different level of man – the physical, the emotional, the intellectual – and it was this training, undertaken to prepare for the study of things spiritual, which ultimately justified the presence of music in the curriculum. Perhaps it does so still.

Rosemary Broadbent is head of Music at Hulme Grammar School for Girls, Oldham.

Aspects of an analogy **continued**

listening to words what we are making of them. In interacting musically with children we again convey the sense of it, putting life into the sounds and images, whether this is in following intently a child's performance, singing together or in turns, holding a drummed "conversation" or improvising in a group.

All the above rely on making musical behaviour observable over a stretch of time, linking it into daily life in the classroom and beyond, reinforcing it by talking with children about music and the different kinds of musical purposes we have. Generated across a whole school staff, a sense of musical purpose as one continuous thread among many running through the life of the school goes far towards laying a foundation for learning in music. Supported by an environment which gives space for (and therefore by implication value to) music – corners with instruments, recorded music by children and others on "display" to be listened to at choice and library access to recordings, a picture of music begins to form.

Music is not a language – but in some ways, and I think not the ones customarily invoked, it is language-like. In the educational context, comparisons can help us to keep in mind, not new ideas, but the importance of some old ones. Then, having borrowed the thinking, terms – such as "music-using" – can be consigned to the oblivion they deserve.

Jo Glover is lecturer in Music at Bath College of Higher Education.

# Flexible mind

**Musical Composition. By Reginald Smith Brindle.**
Oxford University Press. £19.50. 19 317108 2. £8.95. 317107.

Not one to be fooled by the emperor's new clothes, Smith Brindle provides a stimulating and sometimes controversial introduction to composition in this readable, 188-page book. "The great tragedy of modern music is," he argues, "that, despite an evolution of the musical language to a state of extreme refinement and complexity, the results are less and less significant from a human point of view." Significance he sees as stemming from music's ability to develop, lucidly and memorably, "emotive communications which hold the listener". Unnecessarily obscure and esoteric writing is therefore to be eschewed, and the rules and regulations associated with the different compositional methods (including 12-note technique) should not take precedence over meaningful communication.

In the light of this we should not, perhaps, be surprised at Smith Brindle's dislike of administrative chores: "I have done most things, and enjoyed them all, except administration." For rules and regulations are fundamental to the administrator's role; the implementation of sometimes purposeless rules is anathema to the more flexible-minded.

Indeed, this book is of less interest as a composition course than as an insight into the creative and sceptical workings of such a flexible mind. Chapter headings suggest a course: Tonal Principles, Melody, Harmony and Counterpoint, Vocal writing, Serialism. But coverage is sometimes less than complete, and the author is too ready to resort to the excuse that detail has been omitted so as to prevent the cost of the volume becoming "prohibitive". As it happens, the section on writing Jazz and Pop songs, justified on the patronizing basis that "We may not like it, but it can earn us a living", is so lacking in detail that it is no help at all. It contains misleading information, too (jazz is not simply "dance music"; it is the blues scale – not mentioned at all – and not the associated chord pattern which gives the blues its character; the forms of pop are not "less precise than jazz forms", and so on), while the associated exercises cannot be undertaken without more guidance.

By contrast, Smith Brindle's introduction to serialism is well organized, perceptive, and can be thoroughly recommended to those school-leavers and first-year undergraduates at whom the book is aimed. They will be given food for thought in the suggestion that Webern's song-accompaniments are "almost undistinguishable one from another and are certainly unmemorable," and some readers will share my irritation at Smith Brindle's advocacy of the composer's right quite ruthlessly to tamper with pieces of poetry in order to make them suit his or her needs. But then, as John Cage put it, "irritating one way or another, that is to say keeping us from ossifying".

**Michael [illegible]**







What's become of singing lessons?

# Raised voices

**IAN BUTLER**

Now that we've all had a little time in which to decide whether we subscribe to the new dichotomy in music education of inventing and performing, or to adhere to the "old" dispensation and separate the listening as a third element, I'd like to ask this: What's become of the singing lesson?

The enormous variety of activities which have to be crammed into the music timetable, and the range of experiences without which a pupil's musical education is deemed to be incomplete seems to be taking its toll. Singing appears to be the loser. If access to the music curriculum is to be for all pupils (and there is no doubt that it should), and if all pupils should be exposed to as wide a range of activities as possible (and that would seem a reasonable premise also), do opportunities exist any more for the teaching of skills in the classroom?

The classrooms where the quality of singing is high are invariably those in which a teacher with singing skills is found. But the scarcity of music teachers who possess vocal skills is a cause for concern. While it is customary for most ills to be laid at the door of the initial trainers, it seems that here is an important omission from many teacher training courses, centring on both primary and secondary level – the development of vocal skills, and the consideration of strategies for teaching them.

Where singing flourishes, it remains part of the complete music curriculum, and is integrated into the programme of work in which the pupils are involved. After all, one can perform and invent with the voice, and certainly listen to it.

It is necessary, however, to devote time to the development of specific vocal skills, in much the same way that the clarinet teacher will demonstrate the various skills peculiar to that instrument, and ensure that these are mastered by the pupils as part of a progressive programme.

The addition of singing teachers to the peripatetic instrumental teams; the exhortation to instrumental teachers to encourage their pupils to sing as well as play in their lessons; and a major in-service initiative would go some way towards improving the situation. Over the last 25 years there has been a major financial commitment to instrumental teaching in the state education system, and the fruits of this commitment are to be seen both in the variety of resources available in the classroom among pupil instrumentalists for use in their own and their colleagues' compositions, and in the number and expertise of the country's youth orchestras and bands. Let us rejoice at that! If the voice is to return as a viable resource for young composers, and if youth choirs or their contemporary equivalent are to return in similar quantity and standard to their instrumental counterparts, a comparable investment is required.

There appear to be a number of needs to be met, to help this particular phoenix to arise from its smouldering embers, since the fire is by no means out, and sporadically flares. The priority given to vocal activities of quality in the classroom must be higher, and this may be the principal need. Teachers need to acquire or bring back appropriate vocal skills, and enable them to be built into the pupils' vocal activities, and will need help or refresher courses themselves. Might the conservatoires get in on the in-service bandwagon and spread their skills a little further?



Photo: Janine Wiedel

Secondly, teachers need help in focusing on criteria for the choice of the repertoire they use in their classrooms and school concert halls. While the list is by no means exhaustive, consideration of the following may help as a starting point:

1. meaning, appropriateness and possible ambiguity of texts;
2. pitch range of the melody;
3. melodic shape and complexity of melodic intervals;
4. variety in length of song, in mode, in tempo, in mood and in pulse;
5. choice of key to facilitate pupils providing accompaniment;
6. variety and relevance of style and source;
7. potential for classroom development as pupils integrate it into their other music activities;
8. relevance to other areas of the curriculum.

Using such a list of criteria in a progressive way, a sequence evolves of vocal activities which develop a growing bank of singing skills.

But these skills will not be acquired or used in isolation. Singing is an integral not a separate part of music, and classroom activities should reflect this. Songs and vocal activities might be:

1. included for their own sake and for the joy of performing and listening to them;
2. part of a sequence of activities on a common theme;
3. the starting point for pupils' own compositions in a whole variety of styles and forms;
4. the concluding activity to round off a sequence in a relevant way;
5. related to planned and guided listening activities;

or any one of a dozen other possibilities.

Finding a repertoire which meets the criteria and integrates singing into the range of activities necessary for today's classroom has become progressively more difficult over the years. Many song books aimed at teachers almost preclude either of these things occurring. In particular the appropriateness of the songs in many of the collections seems questionable. However, a few publishers have addressed themselves to the problem, and I hope others will follow. In the meantime selectivity is the watchword.

The one instrument that all people possess, and which so many attempt to use in times of heightened emotion, must return to its rightful place in the classroom, and young people must be given the opportunity to sing again. The will exists; so many teachers express it.

Ian Butler is Music adviser to the London Borough of Harrow, conductor of the Aeolian Singers (Hemel Hempstead) and author of "Songpack" published by Chesters.

# First of the flood

**Move into Music. New Ideas in Creative Listening. Book 1: Popular Music. By Victor Payne.**
Chester Music £4.35. 0 906594 05 7. Cassette £5.95.
**Listen, Compose, Perform. By Geoffrey Winters.**
Longman Pupil's Book £4.50. 0 582 33154 4. Teacher's Book £7.95. 33155 2. Cassette 37892 3.

The advent of GCSE has not brought the flood of new textbooks which many teachers were anticipating. Some will no doubt appear in the future as the examination settles down and prospective authors become familiar with the demands of the new system. In the meantime, of the two books under review *Move into Music* is obviously the first slim volume of what will eventually become a complete series, while *Listen, Compose, Perform* is a complete course in its own right.

The publisher's blurb of the nicely produced and well illustrated *Move into Music* states that it "encourages young people to develop their listening skills" reflecting "the most up-to-date . . . ideas in curriculum music". Certainly a wide variety of music is used, ranging from the Beatles to Cathy Berberian via the Muppets, the Bee Gees, Rossini and Honneger. Yet the book worries me. It is narrow in scope, dealing with only one of the three examination criteria. Printed music is used sparingly, the author prefers pictures. For example, repeated patterns are illustrated by four small pictures of guitars, or five sketches of Kermit the frog. On one of the few occasions where staff notation is used the melody and bass of Bill Finegan's "Little Brown Jug" is printed. The class is asked to sing the bass ostinato which descends to bottom A♭ below the bass stave. Very confusing to the less able pupils.

The cassette is satisfactory, although some of the recordings are showing their age. But was it really necessary to use the beginning of Pink Floyd's "The Dark Side of the Moon", which even in these so-called enlightened times will give offence to some pupils by the use of a four letter word?

This book does contain some interesting ideas, but on the whole it is narrow in scope, and provides little or no solid theoretical groundwork on which to build for A level.

*Listen, Compose, Perform* provides an excellent stable companion for all the other first-class textbooks which Longman have given us over the years. The title is self-explanatory: a long composing section is followed by shorter sections on performing and listening, followed by an excellent background reference section and a rudiments review.

The 106-page composing section is divided into 11 chapters which deal with the developing of initial ideas, melody writing, chords, words and music, programme music and a host of other topics, including traditional and modern notation. The progression has been carefully thought out and each step is explained. Ideas for original work abound. My only criticism of this section is the lack of traditional harmony. The omission of this strict discipline leaves so much more to be undertaken in the sixth form, but the blame for this must be placed firmly in the laps of the various syllabus writers.

The sections on performing and listening are shorter but equally good. Helpful advice on planning, preparation, practice, rehearsing, and directing an ensemble is given. Common-sense maybe, but essential for a teenager perhaps playing in public for the first time.

The listening section consists of a number of groups, each of which includes a test. Eleven test sheets are printed in the Teacher's Book (which contains much helpful advice) together with two extra sheets of more extensive exercises. These may all be photocopied. The excerpts used are all recorded on the accompanying cassette, some of the shorter pieces being repeated for convenience. The material used is carefully graded and has been chosen to include many contrasting styles. The cassette, produced by Decca, is clear and well recorded.

The overall impression of this book is of a well thought out and progressive volume which provides an excellent basic text for the new examination.

[illegible] **Tom Wanless**


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Music within TVEI

# Pragmatic potential

**AELWYN PUGH**

In talking to TVEI co-ordinators around the country, it is disappointing to see how little impact music seems to be making on their programmes. There are probably several reasons for this, not least being the traditional reluctance of music teachers to get involved in educational debate or change. When TVEI was sprung on schools in 1983, few musicians were in a position to respond to it and they have tended to lag behind ever since. There are still too many of them who have little idea of what TVEI is, let alone what their subject might contribute to it.

Not that its meaning and purpose are self-evident. Controversy has raged over its interpretation from the outset. At one extreme there are those who see it as a way to "vocationalize the curriculum". Others reject the "job-creation" image and see it as a means of equipping youngsters with skills and qualities helpful to life after school, regardless of whether that involves actual employment.

Either way, music has relevance to TVEI. Those who favour the first interpretation need to remember how closely music is bound up with the "technical" and "vocational" aspects of life. It has a long history of stimulating, or being influenced by, technological advance, but the interplay between the two has probably never been greater than now. Some of the most exciting developments in micro-technology owe their existence to music. Recent holophonic recording techniques, for example, are opening up ways for developing hyper-sensitive surveillance equipment which could have major implications for defence.

As for its "vocational potential", music provides direct access to employment whether in the rarefied atmosphere of the orchestra or at the more down to earth level of the busker. The recording industry is a formidable creator of wealth, with a far-reaching impact on employment in other areas of the economy, such as publishing, electronics, fashion and entertainment. As well as being an industry in its own right, music has long been used by other industries to help increase production, to stimulate consumer buying or to help create demand through advertising.

There must therefore be considerable scope for music within TVEI. This approach emphasizes the need to give students real problems to tackle, so that their work is relevant and purposeful. Projects focusing on the problems of designing amplifiers and speakers for the students' own pop groups or in loading new voices into the school's DX7 could certainly meet these requirements. Similarly, designing a set of steel pans or guitars to be played by the students themselves *could also be a boost to work in the* CDT area. The problem with much work of this type in the past has been that musical considerations have been submerged by other concerns. But if sound quality is made the primary focus through each stage of design, production and testing this need not be so.

Another way of overcoming this difficulty is for students to start by creating their own music and then to explore the relevant technology by taking it through each stage of recording and production. This could be extended to include experience of marketing and to provide insight into the music industry as a whole. This type of approach was used very successfully by one North London school involved in the Schools Council Industry Project. It offered numerous possibilities for the industrial placements and work-study visits advocated by TVEI's proponents and certainly seemed to make school work more relevant and interesting.

As well as being the focus of study in itself, the music industry could be a vehicle for examining industry in general. A student learning about retailing can do so just as effectively through working in a record shop as in a supermarket. Market-research can make as much sense if it focuses on audience reaction as on response to any other product. The music press is an obvious way into the study of journalism and even the unglamorous business of removal and storage can be brought to life if it involves working as a "roady".

Not that such activity always needs to take place outside school. Music in many institutions would never have survived if the staff had not been forced to become adept business people. Organizing even the shortest series of school concerts involves negotiating loans; hiring personnel, equipment, accommodation and transport; arranging catering; publicity; balancing income and outgoings; and investing profits in new resources. All this could easily be adapted to give students the opportunity to manage their own concert agencies. With more and more schools making regular radio and television appearances and embarking on national and international tours, the potential for gaining sophisticated work-related experience through the music department is greater than many imagine.

For those who prefer to play down the more narrowly vocational aspects of TVEI and concentrate on using it to develop general "life-skills", music again has much to offer; especially in the light of current developments in teaching. The increasing emphasis in music education *is on providing* active experiences of the medium. Students are placed in practical situations where they have to identify problems of composition, interpretation and perception and explore and evaluate various solutions to them. Specific skills, theory and information are developed as a means to such ends rather than as an end in themselves. Teachers play a less didactic role than in the past, working alongside students who assume increasing responsibility for the direction, development and evaluation of their own work. Throughout, as much emphasis is placed on how learning occurs as on what is learnt. All this is directly in line with the ethos of TVEI and music teachers should not be afraid to emphasize the point.

Unfortunately, however closely they try to relate their subject to the mainstream of educational development, their colleagues will still tend to dismiss it as a peripheral frill, unlikely to be taken seriously by leaders of industry and commerce. It is therefore worth recalling the view of the association for Understanding British Industry, an offshoot of the CBI. At a meeting in Birmingham a few years ago, spokesmen for the UBI highlighted 10 points which industry needed from education. Six of them, they suggested, could be developed through music education: adaptability, motor skills, confidence, co-operation, the ability to marshal the relevant information to make a decision and the ability to be inventive. No more evidence for anyone wishing to prove music's relevance to TVEI.

*As yet, it is unclear how TVEI will* be financed or "replicated" after 1988. In view of the strict control of funding to date, it is unlikely that the resources generated by it will be freely available. Some monitoring procedure might well be introduced to ensure that any project wishing to benefit from TVEI-related equipment or staffing is in line with its basic tenets. Musicians need to be sensitive to this and be thoroughly pragmatic in their approach. If it means stepping beyond traditional boundaries to become involved in schemes linking music keyboard skills with typing, computing and word processing for instance, they must do so. Otherwise they will continue to forfeit essential resources and with them their own and their subject's status.

*Aelwyn Pugh is lecturer in Music Education at Sunderland Polytechnic.*

Conference report

# A likely story

**MICHAEL GARRICK**

"We have agreed – no doubt we should have done so a long time ago – that teaching pupils that Every Good Boy Deserves Favour and causing them to draw flutes in their exercise books is not the best way to bring them to an understanding of *music's value*, which surely must be the ultimate aim of music education?"

Thus spake Maxwell Pryce (Chairman SMA; Music Adviser, Barnet) to open the two-day forum on jazz in education at Goldsmith's College in September last year. And thus responds the jazz practitioners:

"You don't say so, sir? Isn't it challenging to think how very up to date we're trying to get! As you say, we're certainly obliged to face our defunct Empire's ethnic legacies darkening our whitened portals, let alone that awful bombardment of doleful whistling and electric razor imitations emanating from those inscrutably ingenious keyboards from the land of the rising sun. You may well ask what's to become of Western high art music."

"Don't fret, we're sure there's still quite enough well-bribed up white Brits to look after that. We ourselves don't quite see the point. May is referring to well-documented, unsuitable areas within the state system. But what of the rest of England? From where we stand, what stands out to us is the stony, Thatcheresque face of bourgeois conservatism. Brass bands, Radio 3, Messiah and a smattering of Elgar equips every right-thinking *English lad to serve his country well!"*

Maxwell Pryce: "Music educators need more help from jazz musicians in building jazz meaningfully into the school music curriculum." So – are we madbrained jazz chappies who have been politely awaiting proper recognition for our art and sacrifice going to be suddenly awarded real status? A likely story.

For the state system to attempt to gobble up self-taught and economically needy jazz musicians would be the ultimate insult. Use us by all means – giving of ourselves is our modus operandi, BUT: (a) make sure the money is right (a specialist's fee as in business consultancy) and (b) ensure our independence. Jazz was ever a freedom song: freedom of discovery, freedom of expression is still the life blood of the music. And it's *you* that's anaemic for the transfusions."

As Professor Keith Swanwick so perceptively noted in his excellent summing up, jazz is not a living but a *way* of living and there's a lot more to it than music.

Michael Garrick, Ian Carr, Graham Collier, Ed Harvey, Eddie Parker, Stan Barker, Digby Fairweather, Dave O'Donnell, Hilary Ashcroft, Phil Bond together with Jeff Clyne, Trevor Tomkins all gave presentations illustrating their approaches. Something fixed; something free – and time is the essence. Peter Renshaw (ex Head of Yehudi Menuhin School, now Director of the Music Performance Communication Skills Project, Guildhall School of Music and Drama) got very short shrift from Graham Collier, who found his rationale for jazz musicians patronizing and offensive. And Tony Haynes provided memorable last-minute comedy by shouting out "Is that it; then?" as an unexpected coda to Professor Swanwick's unruffled summing up.

Well, we've now all heard about the golden eggs. What goose is going to lay them?

A concise guide to music from Gregorian to Beethoven is provided by Anthony Rushton in Classical Music (Thames and Hudson £12.95. 0 500 01380 6) and still BUT: (a) make sure the money is has the flavour of an undergraduate text rather than a book for the general who needs some background on a work or a composer before a concert. A few more subheads might have helped. However, the book is attractively illustrated with photographs, facsimiles, has a contribution to make to the literature of music.







Photos: Susan Wilson

Counting up to four at Moretonhampstead

# A way in to music

**SARA VERNON**

The story of Moretonhampstead Primary School's music began when the school's music specialist was cut. "I believe that children should be offered as many experiences as possible, and suddenly our kids were being deprived of music," says Headmaster John Addy. Then, in 1982, a small company opened a factory in Moretonhampstead and started to make hand chimes. They offered the school a set of chimes and the notation system which bypasses the need for musical literacy, and within the term, all the children were having music lessons again under the baton of their headmaster.

John Addy is the moving force behind the 60-strong group of 8 to 11-year-old musicians. "I was always 'no good' at music when I was at school. Can't read a note of it. With these things, if you can count up to four, you can play music." He handed me a hand chime and seized a large card with a chart of different coloured blobs on it. "There's your note, see? When I point to it, you play it."

John Addy does not make extravagant claims for the chimes, but he insists that they offer a "way in" to music for children who would otherwise never have the door opened to them. "The child who is musically able and motivated will be able to go on to play other instruments. But all these children, able or not, know what it's like to make recognizable music and to work as part of a creative team.

The first time I heard the Moretonhampstead children play the hand chimes was in the Great Hall at Exeter University one evening last year. A mixed-ability class of 10 and 11-year-olds played chimes and hand bells to provide some of the most moving Carols of the Devon Schools' Prom. The county's music advisory staff had travelled to schools all over Devon, choosing the most talented groups to perform at this final concert. "I made it a deliberate policy to enter a single class which contained academically bright children and children with severe learning difficulties" says John Addy. "And when they are playing, I defy anyone to tell me which is which."

Handbells were added to the hand chimes in 1983 when the manufacturers asked the school to provide a touring display team. The bells give a different, deeper quality of sound and add another dimension to the music. Now drums and tambourines are being incorporated. The display team has to be limited to 20 children ("because that's as many as we can get in the school bus") but there are always between 50 and 60 children who meet to play regularly in the lunch hour once a week.

The team appears all over Devon, in churches, in schools, at fairs and agricultural shows, but performances are less important than the fact that everyone who wants to has the chance to make good music. Children teach their non-musical parents how to play the chimes, and musical parents come into the school to pass on their skills at a voluntary music club. The school without a music specialist is making a lot of music.

"I can walk into any classroom and within half an hour they'll be playing a recognizable tune," says John Addy. "We use the chimes in science, too. Put them in order of size and play them and you get the wave effect."

I asked him why the making of music was so important. "It's fun" he replied. "Here they become part of a team and they find an ability and a sense of achievement that they might otherwise never discover."

Out of the class who performed at the Devon Schools' Prom, there are 10 recorder players, eight violinists, two pianists, one double bass player and three flautists. There need be no fear that meeting music via a handchime and a notation card stops a child from moving on to more advanced skills. But in the middle of a row, alongside the flautists and the pianists, is a 10-year-old boy who can barely read or write. In this group he is as valuable, talented and important as any of the other players, and with them he has gained both confidence and pride.

John Addy is not for a moment saying that music specialists are unnecessary. What he is saying is that if you haven't got a specialist and if no one on the staff can read music or play an instrument, your school can still find a way.

He took me into the school hall where the Devon Prom class and its three 11-year-old conductors were waiting. ("If you want to conduct, you can," one of them explained.) They played to us for nearly an hour, and the repertoire ranged from medieval dance tunes through pop and jazz to negro spirituals and Christmas carols. As John Addy says, the music is there and as long as you can count up to four, you can take it and make it happen.



Becoming part of a team and a sense of achievement is an important aspect of making music.

# Making sounds

**Oxford Primary Music Stage 1. By Jean Gilbert and Leonora Davies.**
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"I'm Dad. I've had such a tiring day at work . . ." "I'm Mum. I've made some cakes for tea . . ." Thus begins the cassette accompanying the *Oxford Primary Music* course, reinforcing, in one fell swoop, the role and sex stereotyping which many teachers are at pains to counteract in young children. Which is a pity, because I found much of this new course more obviously relevant to the needs of today and indeed a positive contribution to music education in the first school.

The material is structured on the basis of classifying and making sounds of all kinds – environmental, instrumental, vocal – which are then linked with songs, musical games and listening activities. Some of the specially composed tunes are not very interesting, although the obvious melodic and rhythmic content of "What can we hear when we all wake up?" was somewhat compensated for when the song was used, with five-year-olds, in conjunction with the taped "At home" sounds. The cassette contains recordings of most of the songs, together with a few pieces of music to listen to, which, apart from some Tom Paxton, are all orchestral and 19th century in origin; greater contrast of style and period would have been welcome.

The course is accompanied by a teacher's book which lists the contents *of the cassette (without, incidentally,* telling us who wrote *Carnival of the Animals*), and is full of helpful and creative ideas for the presentation and development of the material. There is a songbook and two delightfully illustrated pupil's books, the second of which is provided with 12 activity sheets. The sheets are intended to develop, through practical involvement, a critical awareness of sound in the children. The seventh of them, "Sound Patterns", is apt to confuse, though. The representation of a loud tap on rhythm sticks with a long horizontal line, a soft tap with a short line, obscures the more meaningful correlation between the length of a line and the duration of a sound. Children using the sheet were also at a loss to know why a single ping on the triangle, a tap on the sticks and boom on the drum, each had a different symbol on paper, when the activity involved is, of course, the same in each case.

Nevertheless, the activity sheets do provide, between them, much that is stimulating and enjoyable for children to do. Primary school class and specialist teachers alike will welcome Stage 1 of the new Oxford course with open arms; Stages 2 and 3 will be available in the autumn of 1987 and 1988 respectively.

**Michael Burnett**

# Songs of China

**Dragon Boat. Edited and arranged by Gaik See Chew.**
Chester Music £3.75. 55805.

This attractive collection is a gold mine of information about Chinese music and in particular Chinese folk song.

Gaik See Chew, herself an experienced teacher of school music, has selected 20 folk songs suitable for the classroom. In choosing appropriate material from more than 400 songs from mainland China, she has taken into consideration the capabilities of children's voices and the content of the songs. These were selected to serve the dual purpose of teaching Chinese music and linking with wider topics. For this reason the songs are grouped into sections dealing with Chinese New Year, work, romance, activities and nature.

Each song is arranged as a melody/vocal line with a simple tuned percussion part as well as suggestions for additional percussion, all within the range of primary music making. Great care has been taken to keep the arrangements simple yet authentic; thus each song reflects the musical idiom of the region from which it comes. There is, in addition, a wealth of background information for each song, a section on the famous Lion Dance and a comprehensive bibliography.

**Jean Gilbert**


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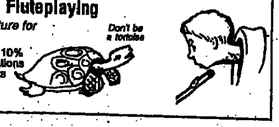
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GCSE music needs radical resourcing

# Fair shares for all

**PAUL SLAUGHTER**

For some time England has lagged behind Scotland in its central provision for music education. Policies have been diverse, resources widely disparate and curriculum initiatives poorly co-ordinated. The publication of the Cameron Report (Music in Scottish schools, Curriculum paper 16, 1978 HMSO/SED) in Scotland had an instant and dramatic effect in Scottish schools. Music was declared a "practical" subject and this was to have two major implications for the l.e.a. exchequer: first, instrumental hardware was to be made available for *all* pupils to have hands-on experience of making music and second, class sizes were to be reduced to a maximum of 20 pupils to a teacher.

L.e.a.s suddenly coughed up unprecedented (for music) resources and huge boxes of spanking new xylophones were generously despatched to all high schools. There followed extensive INSET courses for bemused music teachers on "What to do with your xylophones". What was it all about? In short music for all. Not every child was fortunate enough to own a clarinet, a violin or a cello, nor was be for that matter capable of the hard graft required to make a go of such an instrument or even willing to play one. But why should that disqualify him from a practical experience of music? Why should the music teachers' attention focus on the customers of the peripatetics (a minority)? Everyone should be able to make music at their own level and tuned percussion instruments could give pleasing results fairly readily. The Western classical tradition should not monopolise music education and so electric guitars and rhythm machines offered a good alternative to clarinets and cellos.

Sadly, this new initiative did nothing to alter the traditional structure of the external music examination syllabuses. The Scottish O grade and the English O level (CSE being little more than a watered down O level) syllabuses have only prescribed set pieces for traditional acoustic instruments and playing just such an instrument and not any other is seen as a vital pre-requisite to studying music at examination level. I wonder if the university exam boards (or the SCEEB) are aware of the stultifying anti-educational effect this demand has had upon the uptake for music in most schools.

No wonder music examination groups have been smaller than those of any other subject, about 70 per cent of the possible clientele are excluded before they start! No wonder most children feel at a strong disadvantage before they walk through the door of the high school music room. And as if the situation isn't bad enough, the exam boards then penalise the non-academic instrumentalists, by making the exam three quarters historical and academic. Small numbers, of course, were to be welcomed (indeed encouraged) in more prosperous times, but with cutbacks upon us small groups can be and have been scrapped altogether by administrative deputies unsympathetic to the music teachers' towering problems (not of his own making) of recruitment.

Having crossed the border, it is with relief, that I welcome the GCSE National Criteria in music. At last the English have got their music act together and have woken up to the simple truth that music is a practical subject (around 60 per cent of the total marks must go on "performing" and "composing") and that exam syllabuses and papers must reflect this. Moreover the joint SEC/OU guide to GCSE music teaching makes it clear that "non-classical" forms and instruments must be considered. The exam should be a natural extension of class-work. Enter the non-peri taught child, enter the less academic, enter the pop groups, watch those numbers grow. Enter the world of electronics: the small Casio/Yamaha keyboard laboratory, enter the more sophisticated music computer, the digital programmable drum machine, the midi system, multi-track recording systems, mixing desks, samplers . . .

The new GCSE music philosophy is wonderfully fresh, reflecting for the first time in a music exam some of the valuable work of the now extinct Schools Council reported a decade ago, but are the schools adequately equipped to meet it?

The recording of pupils' work (performances and particularly compositions) is to play a major part in the assessment for the new exam. What will be done to ensure a reasonable comparability of recording quality between schools (portable mono cassettes versus eight-track recording studios with artificial echo etc.)? The same child working on a DX synthesizer, a digital sampler or drum machine with sophisticated reel-to-reel recording and mixing (overdub etc.) will almost undoubtedly produce a better result in composing than on a xylophone and a defunct portable mono cassette. But these are not current differences in resourcing between schools, and these differences are going to determine GCSE music grades.

A music salesman visiting schools across the country recently told me that one private (non-specialist) school had visited with a regular annual capitation of £30,000, another of £10,000 (he was not joking). One had had an average music capitation for the individual school of £250 while it was not at all uncommon for schools to have £1,000 allocated to music annually. The "Pebble Mill at One" competition must have been an eye-opener to many a music teacher. He didn't see any of the winners in the senior competition playing the xylophone!

Apart from differences in assessment, just consider the massive differences in recruitment and pupil interest. My point is essentially this: music at GCSE level is to be open to a wider clientele, if it is to reflect the real world (including modern music and electronics) some schools are going to be badly short-changed and will not meet the new ideals unless there is central recognition of the fact that GCSE music has a revolutionary new philosophy and requires corresponding radical resourcing across the board, perhaps more so than any other subject.

I started by lamenting the English backwardness in co-ordinating music education (*Curriculum Matters: Mid 5–16* was disappointing in its ethos the inclusion of a single word "music" in the appendix has blown any remote claim for substantial music electronic resourcing). I then applauded the new GCSE initiative in music. Now more than ever in music we need some national specification and co-ordination of resources and staffing. The GCSE has undoubtedly put music on the map as a practical (and technical) subject. We must not have some recognition of its demise in the roughly oven-handed way that the Cameron Report in Scotland achieved a revolution in the resourcing, staffing and teacher-pupil ratio in Scottish high schools. In an age of automatic washing machines there is no fairness in leaving half the country with a "poss stick and tub".

Paul Slaughter, is Head of Music, Ivo High School, Ashington, Northumberland.

The GCSE examination – Part 3. Composition

# Definitely not marches

**ALBERT CHATTERLEY**

So it's here at last and with an official stamp on, the recognition that it is everybody's right, even duty, not just to play somebody else's notes, but to decide for themselves which notes they should play, in what order and how. It is not an activity which many ordinary people have had a go at, for unlike pottery, weaving, or creative writing, it doesn't appear as an option in any kind of continuing education courses as far as I know: performing, and especially singing, yes, making up your own music, no.

Perhaps now that it is part of the GCSE, planners of adult courses will start thinking about it as an attainable skill for the wo/man in the street. But although I've been busying myself with it as far as schools are concerned for the last 20 years I can't help feeling strange about its sudden official presence.

The problem that faces us now is do we know what to do with it? If we do it right, the effects will be good, and hopefully pass up into A level and into the universities and conservatoires and into continuing education; if we do it wrong, the activity will simply become derisory in the eyes of those who think they know the rules of musical composition.

The idea of creative music making in schools has, of course, been around for a long time, but in practice it is hard to find outside a few junior schools, where in a sense, the rules haven't started to matter. Most of the unsolicited submissions of music sent in to BBC School Radio (usually collections of songs or full scale musicals, which have been successfully performed by schools) are totally the creations of *teachers*; we recently had some difficulty in tracking down a school which had done a musical project entirely created by the pupils. For many teachers, having to teach GCSE Part 3 will mean a complete change of attitude to class music, not just in the fourth and fifth year, but lower down the school as well. It may mean a complete reassessment of what "composition" is, as applied to beginners means, with much soul-searching about the relationship between the teaching of music on the one hand, and the teaching of pupils on the other.

One of the reasons for the slow development of this kind of project in secondary schools is that the word *composition* itself, and the activity it conjures up, tends to be regarded amongst the classically trained (and most secondary school music teachers are classically trained) as the highest of musical skills, only acceptable at the highest level. Composers are either famous or failures, and you don't get in music composition the equivalent of the local painters' exhibition or the school art department annual show: is this view which lies behind the accepted tradition in conservatoires that composition is something to which don't begin until they understand absolutely everything there is to know about the rest of music.

To be pedantic, the word "composition" means the art of forming small fragments of musical ideas into developing them into larger musical works with the minimum of intellectual waste and the maximum of intelligent application. This is not, I think, what we are talking about in "one case in all". The folk-world does not compose, it makes tunes and accompaniments; pop-groups do not compose for the moment any significant development enters into a song, it ruins the style and the immediacy. Authentic performers of 18th-century arias do not compose, they embellish; intrepid improvisers of classical 19th-century solo concertos do not compose, they meander interestingly; jazz virtuosi do not compose, they think on their feet, and differently every time.

Composition is definitely a dirty word for what I hope we are trying to achieve. Regrettably the word "composition" appears in the National Criteria, and so we shall have to make sure that we don't start off on the wrong foot. It is grandiose and misleading, and an unfortunate lapse.

The other lapse (and in the same document) is the example given of "a simple march". A *march*? What has a march got to do with today's teenagers, apart from those who wished they'd been old enough to be involved in the Falklands. Perhaps it is not too late to bury the march idea, although I see that that has already become enshrined in a syllabus or two. Marches to me belong with drawing signposts in perspective, which I recall was the first thing Miss Brimyard tried to teach us to do in Standard 1 in 1938, after we'd come thumping out of assembly in the head's room to the strains of *Marche Lorraine* (my sabots go jingle-jangle). Definitely not marches, except for those pupils to whom the march is a totally engrossing, thrilling and important art-form. And, incidentally, I have never come across a march which has any development at all. Marches usually go round and round and back and forth in the most aimless way, just like those who do the marching.

Once we get rid of this narrow idea of composition the problem of the teacher becomes both easier and more difficult; easier, because in teaching we can then concentrate on encouraging and nurturing individual students' inventive bents, and more difficult because we have then to assess them. For 10 years from 1970 to 1980 I produced two School Radio series side by side: *A Corner for Music* for infants, and *Music Club* for 13–15 year-olds. Both had as their aims the encouragement of musical inventiveness in the listeners. Whenever I played taped examples at conferences of ways in which the listeners responded, the question was always asked, "Why are the efforts of the teenagers so little different from those of the infants?" A good question for the uninitiated.

The real answer of course was "because both groups are beginners in this kind of activity"; in neither group could I have put the pieces in order of merit. In fact, when we played examples of listeners' music-making in the end-of-term *Music Clubs* we purposely avoided any suggestion of good or bad.

I hope that teachers of GCSE music will be able quickly to relieve themselves of any ideas of good and bad which might be hanging around as a result of their own training in the classical rules of vocal part writing, counterpoint, melody-making or any other proscriptive aspects of composition. I hope they will be looking instead for progress in the students' ability to cope with musical resources. I hope they will be seeking to inculcate an ability in the student to formulate intentions, and to assist with their realization without leaning on them; and I hope in their classes they are going to include imaginative practice in all the musical skills of meandering, embellishing, thinking on the feet, orchestrating and arranging, tunesmithery, harmonizing (rather than harmony) and many others. Composition could be relegated to something to be absorbed by osmosis by those students who wish to, from the two other parts of the exam.

As a result of all this basic activity let us look forward to a great shared surge of original creativity in music in secondary schools. For shared it must be. The Examining Groups themselves are going to moderate teachers' assessments by listening to selected tapes. But this is not enough, and anyway it is after the event. Teachers and pupils will need to get together with other schools and share their experiences. This is what many music teachers are used to: performance is safe, because the methods of teaching it, and the ways in which we appreciate it, are old and well-trodden; producing original music is not safe.

Albert Chatterley is assistant head of BBC School Radio.

**Recorder Technique** by Anthony Rowland Jones (Oxford University Press £6.95, 0 19 322342 2) gives advice on tonguing, ornamentation and fingering for teachers and players who are proficient on the instrument and wish to perfect their technique with a view to performing solo or in ensemble music from the Renaissance to the present day. The new edition, prompted by recent research into techniques for performing early music, remains basic reading for the specialized audience at which it is aimed. PD





Definitely not marches
continued

Non-western music and GCSE

# Common to all cultures

**JILL SCARFE**



Photo: Nick Cuthbert

Fresh approaches in music education have made our subject far more accessible to all pupils, not just to the gifted few. GCSE will guarantee active involvement for all those taking the course through the mediums of listening, performing and composing. It is true that evaluating and assessing pupils' work is going to cause many headaches for teachers, but the new examination has been welcomed by most.

The national criteria emphasize the importance of developing "a perceptive, sensitive and critical response to music of different styles in a cultural and historical context" and state that "in devising syllabuses and setting question papers Examining Groups should bear in mind the linguistic and cultural diversity of society. The value to all candidates of incorporating material which reflects this diversity should be recognized". These two requirements appear to be causing concern.

This article has been written at the request of many teachers who wish to make their music curriculum more relevant to a multicultural society, but who have no formal knowledge of non-Western musics.

I believe that the answer to this apparent predicament lies within the basic philosophy of the GCSE course itself. Music education must now concentrate on the music, the sounds and the elements that form the structure and the expressive qualities of that music and discover why the listener responds to different sounds in different ways. No longer need the teacher be a walking encyclopaedia before introducing new music in the classroom. We are no longer expected to teach only facts about music and the theory of music, but we must now ensure that our pupils be fully aware of the different concepts of music and be able to demonstrate this awareness in their listening, composing and performing. I believe that these concepts can be learned by the study of music from any culture.

If we study the following elements of music, common to all cultures, as they are experienced and used by these different cultures, our curriculum could adopt the scenario shown in the diagram below.

As stated above, it is no longer the amount of knowledge a teacher has that is important, but rather the level of his/her understanding that matters. One way to attain this depth of understanding is to develop the skill of active listening. This will be achieved by the teacher who is prepared to spend time studying non-Western music, searching for structural elements within the music which create its expressive qualities. It will soon be apparent that the concepts with which the teacher is so familiar in European classical music are equally present in other musics. The "Hi Neighbour" UNICEF series of recordings produced by CMS Records, Inc., has some simple examples of musics from all over the world, easy to listen to, and to understand. The WOMAD Foundation, Bristol, is at present producing a series of recordings, also of world musics, with an attached magazine giving background information and practical ideas. Having discovered the similar musical properties of these apparently different works, it is a short step to including them in the curriculum.

One aspect of music education that is particularly problematical is the teaching of tone colour. Is the harp a member of the string family, or is it a member of the percussion family? And what about the guitar? To tell pupils that it is a stringed instrument but not a member of the string family is to invite confusion if not derision.

I have now adopted the terminology used by ethnomusicologists which not only covers non-Western and folk instruments, but also rids my teaching of the anomalies mentioned above.

The four categories used are:

Aerophones, instruments whose sound is produced by a vibrating column of air.

Chordophones, instruments with strings.

Membranophones, instruments made with a stretched skin.

Idiophones, instruments made of naturally resonant material.

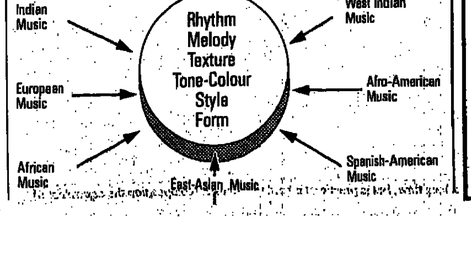
Thus aerophones include instruments from the trumpet to the Australian bullroarer, from the Indian shenai to the saxophone and from the bagpipe to the church organ. Chordophones includes the violin and the sitar, the guitar and the harpsichord, the Welsh harp and the Yugoslavian one-string fiddle. The category Membranophones covers the tabla and the timpani, the kazoo and the tambour, the conga drum and the bass drum, and Idiophones range from the Trinidadian steel pan to the African xylophone, the Indonesian gamelan to the European tubular bells and the Jew's harp to the German glass harmonics. This terminology in no way upsets my teaching of the Western orchestra and it also gives proper credence to the teaching of the instruments of other cultures.

If a study of meter is the objective of the lesson, the material used could include an American march, a Trinidadian calypso and an Israeli folk dance. The mere complex concept of seven beats could be illustrated by the learning of a Greek folk song, the study of Shostakovich's 2nd Piano Concerto or listening to an Indian rhythmic cycle.

If the object of the lesson is to develop the ability to recognize form in music, the material used could include an example of "call and response" in an African song, feature a Peggy Seagar folk song or an English Renaissance dance. The list is limitless but the principle is the same.

To understand the particular musical qualities of different cultures, I have found a study of "accultured" music very helpful. Accultured music is a synthesis of indigenous and foreign elements, and a typical example is Hindi film music. This is the music with which the children from the Asian community will be most familiar, and has been greatly influenced by Western pop music. A discussion of what has been taken from each culture to create the fusion would lead to a deeper understanding of each culture. Likewise it is interesting to study the way Western composers, both of the pop culture and of classical music, have been influenced by Indian music; this influence can be seen from the Beatles to Messiaen.

I have made similar comparisons in class, with the pop music of both Hong Kong and Africa, and with the traditional music of these cultures. Most of the pop music from other cultures that I have used has been brought to me by my pupils, and most good record shops should be able to obtain examples of non-Western music, both folk and classical.




This short article does not presume to take the place of the expert musicians in the community. As with so many aspects of GCSE, the best solution is to have more in-service training for teachers. In the meantime, teachers prepared to show an interest in other cultures will find their pupils and parents only too delighted to share in these initiatives. Once our teachers and pupils discover that the norms and the deviations within music, which give us all such pleasure while we are involved with it (ie balance – contrast, tension – resolution), are present in all cultures, our multicultural curriculum will be built upon a much firmer foundation.

Jill Scarfe is head of Music in a Harrow school.


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EXTRA

Research into Applied Musical Perception

# Acquiring aural skills

GEORGE PRATT
MICHAEL HENSON

The unit for Research into Applied Musical Perception (RAMP) was set up at Huddersfield Polytechnic in the autumn of 1985. It is directed by Professor George Pratt with a full-time Research Assistant, Michael Henson. The musical psychologist, Dr John Sloboda, is associated with the unit, and two students are registered for higher degrees in the field.

We gave ourselves the brief of identifying which aural skills are needed in musicians and of developing ways to acquire them. Although we began at the tertiary level, we have always been conscious that college, polytechnic and university students are simply the products of their previous schooling.

One of the unit's first tasks was to gather opinions from educational institutions all over the country about their views on "aural training". The replies showed at once that there is a great common concern about both the content and the relevance of much that is taught at the moment. Most are teaching very rigid courses dominated by the dictation of pitch and rhythm, largely because these skills have been taught for years and are easily assessed. A questionnaire given to students from five institutions revealed that they in turn felt that they were deriving little benefit from this training. Those with "perfect pitch" liked it because they were good at it. The rest generally feared it, found it irrelevant to their real musical needs, and practised it irregularly and as a chore largely unrelated to real musical activity.

In the light of this response, the RAMP unit determined first to define the aural skills that musicians need and then to translate them into a workable course for a first year of post-school training. There is so much music around us, like aural wallpaper, that we shut it out and fail even to perceive it. Once perceived, it needs analysis of some kind – for performers to stay in tune or communicate nuances of interpretation; for composers to identify symbols which accurately reflect their intentions; for listeners to respond to those intentions as they are performed.

So the necessary skills are to perceive, analyse and identify a wide range of musical "elements", not only pitch and rhythm but also others such as timbre, density, range, dynamics and the spatial placing of sound.

We were concerned not only with pointing out that these elements exist but also with applying them to every active musical situation, be it performance, composition or critical listening. We established the maxim that everything taught should always be related immediately to real musical experience and thus be applicable by students to their everyday musical life.

In formulating our teaching material, we established the following pattern. First, we identified the potential subject for the week, then the actual content of the seminar, and finally the method of putting it across. One of us then created a detailed lesson-plan which was used with the four groups of about 16 students who have an hour a week each in the first year course. Content and presentation were refined as the four classes took place; students' opinions were sought about the effectiveness and relevance of what was being given to them; we sat in on each other's classes and then met to criticize and re-work the choice of material and its presentation. Finally we wrote up a detailed and extended revision of the session.

By repeating the process throughout the year, the unit has produced an aural course that introduces students to such topics as: the identification of musical elements, not only pitch and rhythm, central though they are to most music, but texture and timbre, range, articulation and time-span, tension and release, dynamics and balance – all crucial features in creating a piece of music; criticism and comparison of performance; instrumental and vocal improvisation, memorizing and playing by ear; notation, both conventional and graphic, and visual representations of aural analysis.

Presentation is best illustrated by a description of the treatment of one specific topic, the identification, criticism and notation of a particular timbre. Lecturer and students would first discuss the meanings of timbre, such as the inherent contrasts between different instruments or the varieties of sound obtainable from a single note on a single instrument. The first is clearly notated; the second is often left to the judgement of the performer. So performers need to be aware of the variety of sound at their disposal while composers need equally to realize the limitation of conventional notation and to devise ways of conveying their intentions.

Next the class may try to notate an unconventional sound, blown through a clarinet mouthpiece or sung through a trombone. If then a related but appreciably different note is played, the limits of notation become clear; most of the first notations will not be exact enough to indicate which of the two sounds they were meant to represent.

Exercises such as this perform many tasks for the students. They are led to concentrate on the strengths and weaknesses of notation, crucial issues for composers and performers, and on the perception and analysis needed in order to play consistently, a matter of daily concern to performers and analytical listeners. Self-criticism is developed; inhibitions about playing in front of others evaporate. Most important, this is achieved in a buzz of discussion far removed from the tense silence reigning between the phrases of piano melody played for dictation in so much conventional aural training.

We have been constantly concerned not to lose the worthwhile features of traditional training, but rather to expand the range. Clearly, one hour a week leaves no time for applying the skills, but there is no need to spend time spoon-feeding well-motivated students with aural material – and indeed the tedium and self-exposure of sitting in classes taking down dictation is often quoted as a reason for disliking and fearing it. Huddersfield undergraduates, like most others, have access to a huge library of recordings and scores, and are directed to feed themselves with material at their own pace, in quantities determined by themselves, and with unlimited opportunity for repeating and checking.

It is essential to share this research with others – and virtually all teachers of music are teachers of "aural". So from April 22 to 24, 1987 we are mounting at Huddersfield, "Musical Awareness: a Conference on Aural Training", aimed principally at university, college, polytechnic and sixth-form teachers. Details can be obtained from Michael Henson, RAMP unit, Department of Music, Huddersfield Polytechnic, HD1 3DH.

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# Lip press-ups

**Illustrated Flute Playing. Text by Robin Soldan, illustrated by Jeanie Mellersh.**
London Minstad Publications, Hilltop Farmhouse, Minstead, Hampshire SO43 7FT. £6.95. 0 9511240 0 5.
**The French Flute School 1860–1950. By Claude Dorgeuille, trans. and ed. by Edward Blakeman.**
Tony Bingham, 11, Pond Street, London NW3 2PN. £10.00 (£11.00 by post). 0 946113 02 5.
**Vive La Flute! Chrome Cassette – Real Time.** William Bennett and Edward Blakeman with Clifford Benson (piano) play and discuss French flute music and playing of the 19th and early 20th centuries. 58 minutes playing time. Tony Bingham. £6.00 (£7.00 by post). TB101.

*Illustrated Flute Playing* is not a flute method and contains neither pieces nor studies and only a few simple exercises. Rather, it explains comprehensively how to best use one's body in playing. The text is generally well written and carefully matched to the illustrations. There is not a single photograph, yet seldom have I seen a more clearly, copiously and imaginatively illustrated book. As a flute player and teacher myself I can hardly think of a better companion book to regular tuition or a more welcome substitute in its absence.

The publishers' claim that the book "is for everyone who has a flute" is hardly overstated. For the young student, for example, the development of a good tone through sophisticated lip control is simplified and encouraged by concrete associations: the pout, rabbit exercise, lip press-ups, breadbin exercise, the horseface, each point delightfully illustrated. For the more advanced student, professional player or teacher there is a comprehensive index to enable quick reference to any of the many detailed points in the book's 80 pages.

*The French Flute School* cannot be regarded as an exhaustive study but in 56 pages it evokes the taste and sound of a unique period of quality playing and writing for the flute. Dorgeuille includes an illuminating chronological list of Paris Conservatoire examination set pieces 1860–1950 alongside names of flute professors and Premier Prix students.

The translator has added another appendix of articles on or by four French players, three of whom emigrated to the US and played a major part in the international popularization of the tenets of the French flute school that we now take for granted. Georges Barrère writes wittily on himself, and no less revealing are the much shorter articles on Louis Fleury, Georges Laurent and on Marcel Moyse's views on aspects of playing. Also added is a pithy preface which aquaints the English reader with the Conservatoire examination system and a comprehensive bibliography. A very informative discography has been contributed by Christopher Steward.

Dorgeuille opens his monograph with a survey of some of the famous players of the school: Paul Taffanel, Adophe Hennebains, Philippe Gaubert, Marcel Moyse and René Le Roy, with whom Dorgeuille had a long professional association. The résumé is followed by a discussion of the playing qualities of the school: a singing and beautifully supple tone, precise and varied articulation, inconspicuous and unsurpassed technical perfection. For me, this quotation from American composer Virgil Thomson sums up the school's characteristics, ". . . at once manly and delicate, noble and gracious, emphatic, sweet and wholly elegant." Dorgeuille concludes with penetrating descriptions of the extant recordings of some of the players.

O and A level students would find this engaging reading, but the lack of an index a drawback; so too the price, but this should be balanced against the book's quality production and superb reproductions of historical photographs.

Though not specifically linked to the above book, the cassette *Vive la flute!* covers similar ground. It is a good, clear recording of very fine playing by William Bennett, a leading English exponent of the French Flute School and Edward Blakeman, a flautist and researcher. Clifford Benson is a judicious accompanist.

The choice of performing materials is apt, the script concise and informally conversational if occasionally too economical. Clear links are drawn between players and music written by and for them, especially Taffanel and Gaubert. Performing styles and techniques of articulation and vibrato are scrutinized, the influence of the Lot-made Boehm flute is discussed and colourful parallels are drawn with impressionist painting.

Gluck's *Dance of the Blessed Spirits* and J S Bach's *Adagio* from *Sonata in B minor* are included as examples of music revived by the leading French players of the time; music which reflects their stylistic predilections. Another 17 items, all French, are included; the dates of composition range from 1720 (J S Bach) to 1917 (Gaubert), 15 written within the latter 70 years.

The sleeve note is generally clear and informative but the order of items by Reber and Donjon has been wrongly printed. I would have preferred the item by Widor at the end of side one to be announced at that point rather than at the beginning of side two. Furthermore, although the final item by Gaubert is almost certainly played by the composer, it is not stated explicitly that it is Gaubert himself. Despite these minor reservations the cassette makes informative and inspirational listening.

**Mark Underwood**

Indian Musical Instruments by Darshan Singh Bhogal (£2.25. 0 9501223 3 5.) is a useful checklist of Indian instruments from the unusual – such as the snake charmer's been and the 100-stringed folk dulcimer, the santoor – to the more familiar sitar, tabla and tambura. Each short description, which generally includes a note about the origins of the instrument and the kind of music it plays – comes with a labelled illustration, and the booklet also contains a glossary of terms used in Indian music. Available from Pritam Books, 37 Oxhill Road, Handsworth, Birmingham B21 8JT (Tel: 021-523 07429).



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Carew Road, Northwood HA6 3NJ
Headteacher: Mrs. J. Williams
Required for May, 1987. An experienced teacher for an Infant Class. Ability to take responsibility for Mathematics throughout the Primary School would be an advantage. Scale 2 post available for suitably qualified applicant.
Application forms from the Director of Education, Civic Centre, Uxbridge, Middlesex (Tel: Uxbridge 50431) to whom they should be returned as soon as possible and not later than 30th January, 1987.
Outer London Allowance Payable. (37843) 110020

**HILLINGDON**
LONDON BOROUGH OF HILLINGDON
ORANGE PARK JUNIOR SCHOOL
Lansbury Drive, Hayes UB4 8SF
Headteacher: G.A. Bateman, B.A.
An experienced teacher is required to take responsibility for Art and Craft with Technology. A Scale 3 post is available for a suitably qualified and experienced applicant.
Application forms from the Director of Education, Civic Centre, Uxbridge, Middlesex (Tel: Uxbridge 50431) to whom they should be returned as soon as possible and not later than 30th January, 1987.
Outer London Allowance Payable. (37844) 110020

**HOUNSLOW**
SPRINGWELL JUNIOR SCHOOL
Vicarage Farm Road, Heston TW5 0AG
Tel: 570 1079
Headteacher: Mr E.A. Oldham
Required from April, 1987. Scale 3 teacher responsible for the development of Music throughout the school. The successful candidate will be expected to take an active part in encouraging links between home, school and the community.
Application forms available from the Director of Education, Civic Centre, Lampton Road, Hounslow TW3 4DN (Ref: PA/EBA) to whom they should be returned.
Closing Date: 26th January 1987.
London Allowance: £726 pa.
HOUNSLOW IS AN EQUAL OPPORTUNITIES EMPLOYER. (36558) 110020

**HOUNSLOW**
FORGE LANE INFANTS SCHOOL
Forge Lane, Hanworth, Feltham TW13 6UN
Tel: 898 0824
Headteacher: Mrs C. Hines
SCALE 2 TEACHER
Required for Easter 1987, an enthusiastic teacher with experience throughout the infant age range.
The teacher would be responsible for developing and co-ordinating the Language/Reading policy throughout the school and for strengthening liaison in this curriculum area with the Junior school. An interest in developing a Drama policy would be an advantage as would a willingness to support the Parents Association.
Application forms available from the Director of Education, Civic Centre, Lampton Road, Hounslow TW3 4DN (Ref: PA/EBA) to whom they should be returned.
Closing Date: 30 January 1987.
London Allowance: £726 p.a.
HOUNSLOW IS AN EQUAL OPPORTUNITIES EMPLOYER. (36559) 110020

**HUMBERSIDE**
COUNTY COUNCIL
EDUCATION DEPARTMENT
East Riding Division
HORNSEA COUNTY PRIMARY SCHOOL
Newbegin, Hornsea HU18 1PB
Readvertisement
Scale 2 Post
Required for April, 1987, an experienced primary teacher willing to make a contribution to the Physical Education curriculum, especially hockey, rounders, netball, gymnastics and educational dance. An interest in Religious Education will be advantageous.
Application forms and further details are available from the Head of the school (S.A.E. please) to whom completed forms should be returned by 26th January, 1987. (36347) 110020

**HUMBERSIDE**
COUNTY COUNCIL
EDUCATION DEPARTMENT
EAST RIDING DIVISION
MOORFIELD COUNTY JUNIOR SCHOOL
Oxford Street, Bridlington YO16 4LB
SCALE 3 POST
Required for Easter 1987, a well-qualified and experienced teacher to undertake the role of Year Coordinator for the 1st year and to lead a curriculum area throughout the school. Candidates should indicate their curriculum strengths, the following being of particular interest: Language, Science, Social and Environmental Studies.
SCALE 2 POST - Required for Easter 1987, a well-qualified and experienced class teacher who can also offer expertise in the field of Movement, Dance, Gymnastics and extra curricular games activities for girls.
Application forms and further details are available from the Head of the school (S.A.E. please) to whom completed forms should be returned by 26th January, 1987. (36344) 110020

Education
County Unattached Staff
**Community Teachers**
**Scale 2**
Vacancies exist for the Summer Term, 1987, at the following schools:-
Bonington Infant School, Steadfold Close, Crabtree Road, Sellers Wood Drive, Bulwell, Nottingham.
Eastglade Infant School, Whitcombe Gardens, Top Valley, Nottingham.
Morley Junior School, The Wells Road, Nottingham.
Snape Wood Primary School, Aspen Road, Bulwell, Nottingham.
Sycamore Infant School, Abbotsford Drive, St. Anns, Nottingham. (Shared with Sycamore Junior School).
Westglade Infant School, Syke Road, Top Valley, Nottingham. (Shared with the Westglade Junior School).
William Booth Infant School, Notintone Street, Sneinton, Nottingham.
Candidates for these posts should be experienced and successful primary teachers who are interested in developing existing home/school/community links in order to enlarge the mutual understanding between the schools, the families and neighbourhoods which they serve.
Application forms and further details are available (s.a.e.) from the Director of Education at County Hall. Closing date 30 January. Please quote ref. S26.
*An Equal Opportunity Employer.*
Nottinghamshire County Council
County Hall · West Bridgford Nottingham NG2 7QP

**LEICESTERSHIRE**
COUNTY COUNCIL
An Equal Opportunity Employer
INGLEHURST INFANT SCHOOL
Ingle Street, Leicester LE3 9FS
NOR 221 Full time, 60 part time
SCALE 2
Required April for this lively infant school an experienced and enthusiastic class teacher able to lead the school in the area of dance and drama.
Please contact the Headteacher for further details and application forms (SAE). (36580) 110020

**LEICESTERSHIRE**
COUNTY COUNCIL
An Equal Opportunity Employer
LINDEN PRIMARY SCHOOL
Headland Road, Leicester LE5 6AD
NOR 398
SCALE 2
Required April 1987, Scale 2, teacher with the ability to promote enjoyment of Music across the primary age range. Interest in progressively developing individual instrumentalist potential working with established choir and orchestra groups and liaising with peripatetic staff essential.
Please contact the Headteacher for further details and application forms (SAE). (36379) 110020

**LEICESTERSHIRE**
COUNTY COUNCIL
An Equal Opportunity Employer
ST MARYS R.C. (A) PRIMARY SCHOOL
Grey Street, Loughborough, Leics., LE11 2DZ
NOR 452
SCALE 2
Required April/September 1987, an enthusiastic qualified teacher to take a junior class. Ability to take responsibility for P.E. and Games an advantage. College leavers welcome, R.C. preferred.
Scale 2 available for suitable qualified and experienced applicant.
Please contact the Headteacher for further details and application forms (SAE). (37888) 110020

**LONDON SE23**
ST WILLIAM OF YORK JMI SCHOOL
Brockley Park, SE23 1PS
Tel: 01-690 2843
Roll: 200
Mr J.A.D. Lyons
Required a.s.a.p. teacher with responsibility for Language Development throughout the school (Scale 2).
Visit essential.
Please phone school for appointment. (37133) 110020

**LONDON SE23**
ST WILLIAM OF YORK JMI SCHOOL
Brockley Park, SE23 1PS
Tel: 01-690 2842
Roll: 200 approx.
Mr. J.A.D. Lyons
Required a.s.a.p. teacher with responsibility for Mathematics throughout the school. (Scale 2).
Visit essential.
Please phone school for appointment. (37132) 110020

**OLDHAM**
METROPOLITAN BOROUGH OF OLDHAM
EDUCATION COMMITTEE
ROUNDTHORN COUNTY PRIMARY SCHOOL
Aspull Street, Oldham
TEACHER - Scale 2
Required for the Summer Term 1987.
The successful candidate should be committed to curriculum development and prepared to take responsibility for curriculum leadership.
Applicants are asked to state areas of interest/expertise.
Please apply by letter to the Head at the school including full cv and names and addresses of 2 referees by 23 January 1987.
An Equal Opportunity Employer. (37481) 110020

**SHROPSHIRE**
EDUCATION COMMITTEE
An equal opportunities employer
ST. GEORGE'S CO. JUNIOR SCHOOL
Wendfield Road, Shrewsbury, Shropshire SY3 8JP
Tel: Shrewsbury 57133
Required for Easter 1987. Permanent. Full-time Scale 2 Teacher with responsibility for music.
The person appointed will primarily be a class teacher with 30 1st/2nd year junior pupils.
Application forms and details from the Head (SAE required). (36715) 110020

**STOCKPORT**
Required from 27th April, 1987
TEACHER, Scale 2, Ref: 3086
NORRIS BANK PRIMARY SCHOOL
Green Lane, Heaton Norris, Stockport, Cheshire SK4 2NF (Tel: 061-432 3944)
A suitably qualified, experienced and enthusiastic Junior teacher required with a flexible, integrated approach to children's learning.
Application forms available from the Director of Education, Town Hall, Stockport SK1 3XE (Tel: 061-480 4949, Ext. 3813) and returnable to The Headteacher at the school, quoting reference, by 30th January, 1987.
Stockport is an equal opportunities employer.
(36807) 110020

**SURREY**
EDUCATION COMMITTEE
AURIOL C MIDDLE SCHOOL
Vale Road, Stoneleigh, Ewell
Required for the Summer Term 1987 or sooner if possible a Scale 2 enthusiastic; well organised class teacher with responsibility for Boys's P.E. and games throughout the School.
Application forms and further details (S.A.E. please) from the Headteacher: 01-393 4721. (37980) 110020

**SURREY**
EDUCATION COMMITTEE
SPELTHORNE COUNTY FIRST SCHOOL
Chertsey Road, Ashford Common, Middlesex
Required for Summer 1987 a Scale 2 teacher to take responsibility for the 40 place nursery. Applicants should be conversant with recent developments in Nursery practice. Experience with children with Special Educational Needs an advantage but not essential.
Application forms from: Area Education Office, 7 Monument Hill, Weybridge, Surrey KT13 8RZ. Tel: Weybridge 52811. (36654) 110020

**U.S.A.**
TEACH ON EXCHANGE - USA
See Overseas Appointments. (36414) 110020

**WEST SUSSEX**
TEACHER
NYEWOOD C.E. JUNIOR SCHOOL
Bognor Regis
Salary Scale: II
Required April 1987, an experienced Teacher to take responsibility for the co-ordination of language policy throughout the school. The successful candidate should be capable of teaching throughout the Junior School age range. It is essential that applicants are practising Christians.
Application form and further details available from the Headmaster, Nyewood C.E. (Aided) Junior School, Brent Road, Bognor Regis PO21 5NW. (s.a.e. please).
(37790) 110020

**WEST SUSSEX**
TEACHER - SCALE 2
ST. WILFRID'S C.E.P. (AIDED) SCHOOL
Haywards Heath
Required April 1987 a Scale 2 teacher for this Group 6 school, responsible for the co-ordination of a Language Development programme within the Junior classes. The successful applicant will be expected to liaise with an Infant counterpart concerning the overall development of a school language policy.
Apply Headteacher, St. Wilfrid's C.E.P. (Aided) School, Eastern Road, Haywards Heath, West Sussex RH16 3NL, s.a.f.e. please.
Closing date: 30th January. (37795) 110020

**WEST SUSSEX**
BROADWATER C.E. (AIDED) FIRST & MIDDLE SCHOOL
(Group 6: 5/12 years - approx. 350 on roll)
A Scale 3 post is available from Easter 1987 for a teacher who is willing to play a major role in the development of cross-curricular studies and a thematic approach.
Candidates should indicate curriculum areas in which they could offer support and leadership.
Applicants should be committed Christians in sympathy with the aims and ethos of a Church School.
Application form and further details from the Headteacher, Broadwater C.E. School, Rectory Gardens, Worthing, West Sussex BN14 7TQ (s.a.f.e. please).
Closing date 30th January 1987. (36671) 110020

**WILTSHIRE**
Please see display advertisement on Page 43 (55460) 110020

**WIRRAL**
METROPOLITAN BOROUGH OF WIRRAL
EGREMONT PRIMARY SCHOOL
Church Street, Wallasey L44 8AE
Required for the SUMMER TERM 1987.
ASSISTANT TEACHER - SCALE 2
For P.E. and GAMES throughout the school.
Application forms and further details available from the Headteacher at the school upon receipt of a stamped addressed envelope. Closing date Friday, 6th February, 1987. (46282) 110020

## Scale 1 Posts

**AVON COUNTY**
WINSCOMBE WOODBOROUGH PRIMARY SCHOOL
Moorham Road, Winscombe, Avon BS25 1HH
Required from 27th April 1987, a caring and enthusiastic teacher who is prepared to teach the whole of the infant age range but initially to be responsible for the reception class. Please state curriculum strengths and interests.
Letters of application to the Headteacher immediately giving full c.v. and names of two referees, enclosing sae.
Avon as an Equal Opportunities employer considers applicants on their suitability for the post, regardless of sex, race, disability or sexual orientation. (36493) 110022

**BARNET**
LONDON BOROUGH
REQUIRED APRIL, 1987
SUMMERSIDE J.M.I. SCHOOL
Crossway, Finchley, N12 0QU
Roll: 282
Tel: 01-445 1192
Experienced Junior Teacher to teach a third year class, initially. Please state curriculum interests. Scale 1. Visits welcomed.
Removal expenses and separation allowances available.
Application forms (Foolscap s.a.e.) obtainable from and returnable to the Headteacher by 30th January, 1987. (36711) 110022

**BARNET**
LONDON BOROUGH
REQUIRED APRIL, 1987
GOLDBEATERS J.M.I. SCHOOL
Thirleby Road, Edgware HA8 0HA
Roll: 468
Scale 1 - JUNIOR TEACHER
Ability to take Boys Games an advantage.
Removal expenses and separation allowances available.
Application forms (Foolscap s.a.e.) obtainable from and returnable to the Headteacher by 30th January, 1987. (36712) 110022

**BARNET**
LONDON BOROUGH
REQUIRED APRIL, 1987
ST. AGNES' R.C. J.M.I. SCHOOL
Gillingham Road, NW2 1RN
Roll: 246
TOP INFANT TEACHER - Scale 1
Removal expenses and separation allowances available.
Application forms (Foolscap s.a.e.) available from and returnable to the Headteacher by 30th January, 1987.
(36713) 110022

# PRIMARY AND SPECIAL SCHOOLS NEWLY QUALIFIED TEACHERS

For September 1987.

The London Borough of Havering is seeking to appoint as in former years, first class NEWLY QUALIFIED teachers to work mainly in its primary, but also in its special schools (moderate and severe learning difficulties), with effect from 1st September 1987.

Applications are invited from well qualified and enthusiastic teachers who are seeking the opportunity to work for a lively and caring education authority and to play an active role in the education service it provides.

Havering offers excellent professional support for its teachers at all stages of their careers, including on average over 100 in-service courses each term. In addition, NEWLY QUALIFIED teachers are released from their teaching commitments for one session per week to enable them to receive special in-service training as part of the support provided for them by the Authority in their probationary period.

Havering, one of the largest London Boroughs, is well placed on the edge of the Essex countryside and yet within easy reach of London, and all its facilities, to which there is easy access *via* public transport, both road and rail.

London Weighting £726 per anum.

**Application forms are available (see please) from:– The Director of Educational Services (ref: Staffing/NQ), Mercury House, Mercury Gardens, Romford, RM1 3DR.**

Closing date for applications and references: 19th February 1987.

# PRIMARY TEACHERS SCALE 1

required for February 1987, and April 1987.

Applications are invited from enthusiastic NEWLY QUALIFIED AND EXPERIENCED TEACHERS who are seeking the opportunity to work with children in the 4+ to 11 age range in a lively and caring authority, and to play an active part in the education service it provides. Havering offers excellent professional support for its teachers at all stages of their careers, including on average 100 in-service courses each term. In addition, NEWLY QUALIFIED teachers are released from their teaching commitment for one session per week to enable them to receive special in-service training as part of the support provided for them by the Authority in their probationary period.

Havering, one of the largest London Boroughs, is well placed on the edge of the Essex countryside and yet within easy reach of London, and all its facilities, to which there is easy access via public transport, both road and rail.

London Weighting: £726 per annum.

**Application forms are available (see please) from the Director of Educational Services (ref: Staffing/PJM), Mercury House, Mercury Gardens, Romford, RM1 3DR. Please state whether newly qualified or experienced so that you may be sent the appropriate application form.**

(05163)

Havering

## PRIMARY EDUCATION continued

**BEDFORDSHIRE**
SOUTHERN AREA EDUCATION OFFICE
PRIMARY TEACHER
Required immediately, a Scale 1 teacher temporary to cover sick leave.
How to apply: Application forms available from and returnable to the Headmaster. SAE please.
Based at: Dallow Junior School, Dallow Road, Luton, Beds. Tel: 23855.
Bedfordshire is an Equal Opportunities Employer. (36690) 110022

**BEDFORDSHIRE**
SOUTHERN AREA EDUCATION OFFICE
PRIMARY TEACHER
Required immediately, a Scale 1 teacher temporary to cover sick leave.
How to apply: Application forms available from and returnable to the Headmaster. SAE please.
Based at: Dallow Junior School, Dallow Road, Luton, Beds., Tel: 23855.

PRIMARY TEACHER
Required immediately a Reception Class Teacher, Scale 1, part-time (0.9). Temporary for one term. Practising Catholic preferred.
How to apply: Application forms available from and returnable to the Headmistress. SAE please.
Based at: Sacred Heart RC Infant School, Stockholm Way, Luton, Beds., Tel: 30704.

PRIMARY TEACHER SCALE 1
Required immediately an experienced teacher for bilingual children. Commitment to multi-cultural approach essential. Scale 2 post for suitable applicant.
How to apply: Application forms available from and returnable to the Headmistress. SAE please.
Based at: Whitefield Infant School, Stockholm Way, Luton, Beds., Tel: 598059.

PRIMARY TEACHER SCALE 1
Required immediately, a Scale 1 teacher to support bi-lingual children in a multi-cultural situation. Thematic approach essential. Part time considered.
How to apply: Application forms available from and returnable to the Headmistress. SAE please.
Based at: St. Matthews Infant School, Wenlock Street, Luton, Beds., Tel: 32970.

PRIMARY TEACHER SCALE 1
Required for April 1987, a teacher with an ability to promote a multi-racial curriculum. A Scale 2 post is available for a suitable applicant.
How to apply: Application forms available from and returnable to the Headmistress. SAE please.
Based at: Waulud Infant School, Waulud's Bank Drive, Luton, Beds., Tel: 575774.

PRIMARY SCALE 1
Required for 2nd March 1987, temporary to cover maternity leave, a qualified Infant/Nursery teacher for a nursery class. Scale 1.
Based at: Foxdell Infant School, Dallow Road, Luton, Beds., Tel: 36598.
How to apply: Application forms available from and returnable to the Headmistress. SAE please.

PRIMARY SCALE 1
Luton Central Infants School, Dunstable Road, Luton, Beds., Tel: 429434
Required immediately, an enthusiastic teacher, Scale 1, with proven ESL experience in this new multi-cultural school.
How to apply: Application forms available from and returnable to the Headmistress. SAE please.

PRIMARY TEACHER
Required immediately a part-time (0.7) teacher Scale 1.
How to apply: Application forms available from and returnable to the Headmistress.
Based at: Whitefield Infant School, Stockholm Way, Luton, Beds., Tel: 598059.
Bedfordshire is an Equal Opportunities Employer. (36690) 110022

**BROMLEY**
FARNBOROUGH PRIMARY SCHOOL
Starts Hill Road, Farnborough, Orpington, Kent BR6 7AS
For 21st April, 1987, a temporary full-time teacher (scale 1) to take a class of middle infant children.
Temporary appointment for the duration of a teachers maternity leave.
Application forms and further details available from and returnable to the Head Teacher (large s.a.e. please) by 27th January, 1987. (36580) 110022

**CAMBRIDGESHIRE**
PRIORY JUNIOR SCHOOL
Galfrid Road, Cambridge CB5 8ND
Tel: Cambridge 841331
Roll 270
Required for Summer Term if possible, or Autumn, an enthusiastic caring and imaginative teacher. Scale 1.
Application form and further details from the Headmaster Mr R. Jones (s.a.e. please). Visits to the school welcome - closing date 30th January 1987. (37887) 110022

**GLOUCESTERSHIRE**
WYCLIFFE COLLEGE JUNIOR SCHOOL
Ryeford Hall, Stonehouse
Required April: class teacher for 8-8 years olds. Involvement in duties and extra-curricular activities essential; musical ability a recommendation.
Write with C.V. and two referees to The Headmaster. (37971) 110022

**HARROW**
EDUCATION COMMITTEE
WELLDON PARK FIRST SCHOOL
Kingsley Road, South Harrow, Middx. HA2 8LT
Tel: 01-864 9378
Scale 1
Required immediately, on a temporary contract to cover for Maternity leave, a class teacher for years 3-4 children in this semi-open plan, multi-cultural Group 3 school.
Outer London Allowance payable.
Application forms from and to be returned to The Headteacher by 23.1.87.
Please enclose stamped addressed envelope.
HARROW IS AN EQUAL OPPORTUNITY EMPLOYER. (36363) 110022

**HARROW**
EDUCATION COMMITTEE
PRIESTMEAD FIRST SCHOOL
Hartford Avenue, Harrow HA3 8SZ
Tel: 01-907 5434
Teacher required from March 2nd to cover for maternity leave. Experience with 7-8 yr. olds desirable, good class teacher essential.
Outer London Allowance Payable.
Application forms from and to be returned to The Headteacher by 23.1.87.
Please enclose stamped addressed envelope.
Harrow is an equal opportunities employer. (36361) 110022






# Primary Teachers

There will be a number of Scale 1 posts within Dudley Metropolitan Borough for newly qualified PRIMARY TEACHERS in September 1987.

Applications are invited from enthusiastic teachers for posts across the whole primary age range.

*An information booklet about teaching in Dudley, and application forms, are available from and returnable to the Chief Education Officer, Westox House, 1 Trinity Road, Dudley, West Midlands, by 13th February.*

It is envisaged that interviews for shortlisted candidates will be held on the 10th, 12th and 13th March.

DUDLEY Metropolitan Borough — Equal Opportunity Employer

# PRIMARY TEACHERS

Are you seeking a first teaching appointment for September 1987.

**For further details and application form please send a foolscap sized s.a.e. to the Senior Area Education Officer in one of the following areas:**

**Cambridge Area Education Office, Castle Court, Shire Hall, Cambridge CB3 0AP.**

**Huntingdon Area Education Office, Gazeley House, Huntingdon, Cambs. PE18 6NS.**

**Northern Area Education Office, Touthill Close, City Road, Peterborough, Cambs. PE1 1UJ.**

**Closing date: 30th January 1987**

**Equal Opportunity Employer.**

CAMBRIDGESHIRE

## PRIMARY EDUCATION continued

**HARROW**
EDUCATION COMMITTEE
ST. ANSELM'S R.C. FIRST MIDDLE SCHOOL
Roxborough Park, Harrow, Middlesex, HA1 3SE
Tel: 01-422 1600
Required as soon as possible enthusiastic practising Catholic Teachers for the following posts:
1. TEMPORARY CLASS TEACHER for 10 year old children. Scale 2 available for suitably qualified candidate able to take on the role of Language Coordinator.
2. TEMPORARY CLASS TEACHER for 6/7 year old children (Spring Term only).
3. PART-TIME (.5) TEACHER to assist with Remedial Work mainly in First School.
4. SCALE 2 SPECIAL NEEDS COORDINATOR for Summer Term onwards.
All candidates will be required to submit a parish priest's reference.
Outer London Allowance payable.
Application forms from and to be returned to the Headteacher by 23.1.87.
Please enclose a stamped addressed envelope.
Harrow is an equal opportunities employer. (36358) 110022

**HEREFORD AND WORCESTER**
SIDEMOUR FIRST SCHOOL
Broad Street, Bromsgrove, Worcs. B61 8LW
Required from Easter 1987 an enthusiastic Infant Teacher with an interest in developing home/School links. Reception experience is desirable.
Further details are available on request from the Headteacher. Scale 1. (36505) 110022

**HERTFORDSHIRE**
CUNNINGHAM HILL INFANTS SCHOOL
Cell Barnes Lane, St. Albans, Herts. AL1 5QJ
Required from Easter 1987 an experienced Infants teacher (all age ranges from 4½ to 7 years) committed to an integrated curriculum, a whole school approach and a high standard of display. Expertise in Mathematics an advantage. School visits very welcome by appointment (Tel: 0727 57594).
Application forms and further details from the school. S.A.E. please. (36262) 110022

**HILLINGDON**
LONDON BOROUGH OF HILLINGDON
Please see various posts under Special Education. (37255) 110022

**HOUNSLOW**
WORPLE ROAD JUNIOR INFANT AND NURSERY SCHOOL
Isleworth, Middlesex
Tel: 560 4361
Headteacher: Miss H. Elwood
SCALE 1 INFANT TEACHER
Required for Easter 1987.
The successful candidate will be required initially to take a middle infant class, should have interest in developing home/school relationships and be willing to contribute to curriculum development and the whole life of the school.
Application forms available from the Director of Education, Civic Centre, Lampton Road, Hounslow TW3 4DN (Ref. PA/PSA) to whom they should be returned by Closing Date: 30th January 1987.
London Allowance: £726 p.a.
HOUNSLOW IS AN EQUAL OPPORTUNITIES EMPLOYER. (36675) 110022

**HUMBERSIDE**
COUNTY COUNCIL
EDUCATION DEPARTMENT
EAST RIDING DIVISION
WITHERNSEA COUNTY INFANT SCHOOL
Hall Road, Withernsea HU19 2EG
Readvertisement
Scale 1 post
Required for April 1987 an experienced Infant Teacher interested in all areas of curriculum and committed to experience-based learning.
Application form and further details are available from the Head of the school (S.A.E. please) to whom completed forms should be returned by 26th January, 1987. (36545) 110022

**KINGSTON UPON THAMES**
ROYAL BOROUGH OF KINGSTON UPON THAMES
COOMBE HILL JUNIOR SCHOOL
Coombe Lane West, Kingston Upon Thames, Surrey KT2 7DB
Tel: 01-949 1743
No. on roll: 500
For the Summer Term 1987 an experienced Teacher will-ing to undertake a leading role in the teaching of Music is required.
Applicants should be strong all-rounders hard-working and adaptable and willing to participate fully in the general life of the school.
Scale 1 post (Scale 2 post available for suitable applicant).
London Allowance £726.
Application forms are available from the Director of Education and Recreation, Royal Borough of Kingston Upon Guildhall, Surrey (s.a.e. Thames, please). Completed forms should be returned to the HEADMISTRESS at the School by 23rd January, 1987.
An Equal Opportunities Employer. (36833) 110022

# SURREY COUNTY COUNCIL

*FRINGE AREA LONDON ALLOWANCE £282 p.a. throughout the County.
*Temporary housing may be available.
*Generous relocation expenses in approved cases.

## FIRST APPOINTMENTS

**PRIMARY SCHOOLS, NORTH EAST SURREY**

Applications are invited from students due to qualify during Summer 1987, who wish to be considered for appointments to primary schools in the North East area of Surrey.

Surrey County Council operates a temporary housing scheme and in addition offers relocation expenses in approved cases.

**Further details and application forms from: Area Education Office, 7 Monument Hill, Weybridge, Surrey**

(00548)

# Primary Teaching Vacancies

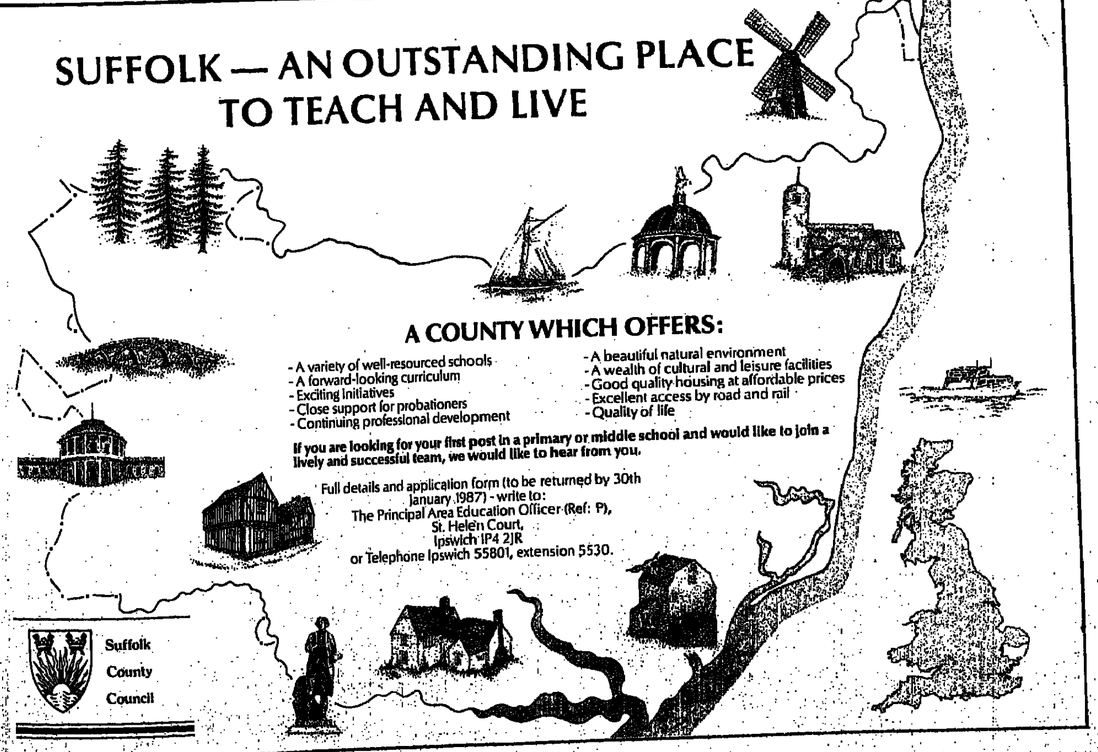
## Scale 1

A number of Scale 1 vacancies exist as from April 1987 or sooner if possible. Applications are welcome from newly qualified or more experienced teachers, possibly those wishing to re-enter the profession after a period of absence. Temporary or permanent posts available.

Application forms from the Chief Education Officer, Town Hall, Barking, Essex (s.a.e.) returnable as soon as possible.

Barking & Dagenham
LONDON BOROUGH

# SUFFOLK — AN OUTSTANDING PLACE TO TEACH AND LIVE



## A COUNTY WHICH OFFERS:

- A variety of well-resourced schools
- A forward-looking curriculum
- Exciting initiatives
- Close support for probationers
- Continuing professional development
- A beautiful natural environment
- A wealth of cultural and leisure facilities
- Good quality housing at affordable prices
- Excellent access by road and rail
- Quality of life

**If you are looking for your first post in a primary or middle school and would like to join a lively and successful team, we would like to hear from you.**

Full details and application form (to be returned by 30th January 1987) - write to:
The Principal Area Education Officer (Ref: P),
St. Helen Court,
Ipswich IP4 2JR
or Telephone Ipswich 55801, extension 5530.

Suffolk County Council

# METROPOLITAN BOROUGH OF TRAFFORD

*EDUCATION DEPARTMENT*

# FIRST TEACHING APPOINTMENTS

Applications are invited from newly qualified Teachers for First Appointments in Nursery, Infant, Junior and Primary Schools from September 1987.

**Application forms available from the Chief Education Officer, P.O. Box 19, Town Hall, Sale M33 1YR. Tel: 061-872 2101 Ext 3126. Closing date: 30th January 1987.**

(16587)

# FIRST TEACHING APPOINTMENTS

Northamptonshire Education Authority invites applications from 1987 college leavers who have followed a course of training to teach the EARLY YEARS.

It is hoped to hold interviews at the beginning of March and successful candidates will be offered guaranteed posts with the Authority, at specific schools to be agreed later in consultation with the successful applicants.

**Interested candidates are asked to write to the County Education Officer (Ref. MH), Northampton House, Northampton, NN1 2HX and enclose a stamped addressed envelope for return of application forms.**

**Closing date — February 2nd.**

Education Northamptonshire welcomes applications regardless of marital status, sex, race and disability

Appointment of

# Newly-Qualified Teachers

The London Borough of Barking and Dagenham will have a number of Scale 1 vacancies in primary schools for students who complete their course this year and who will be seeking posts for September 1987.

Situated on the North Bank of the Thames, a few miles to the east of Central London we are conveniently located for the City and West End within accessible distance of the Essex countryside and coast. Our schools are well maintained and well equipped and there is a flourishing Teachers' Centre. The Authority pays a special attention to in-service training.

Among the many benefits we can offer are:

* 100% removal expenses payable to teachers moving to the area to take up permanent appointments.
* special consideration for temporary Council accommodation (for up to a year).
* £1,110 per annum Inner London Allowance.

Application forms and further details are available from the Chief Education Officer, Town Hall, Barking, Essex (s.a.e.).

**Applications should be made as soon as possible. It is likely that interviews will be held during the three week period commencing 16th February 1987 but it is possible that further interviews will be held later in the year.**

Barking & Dagenham
LONDON BOROUGH

## PRIMARY EDUCATION
continued

**MERTON**
LONDON BOROUGH OF MERTON
Urgently requires SUPPLY TEACHERS.
See Miscellaneous.
(36650) 110022

**LONDON NW3**
Part/time P.E. mistress for Orthodox Jewish Girls Primary School.
Apply, Headmistress, Bais Yaacov Primary School, 181 West Heath Rd., London NW3 7TT. (Tel: 01-455 8451). (37952) 110022

# Hounslow
**Education Department**
## Appointments to first teaching posts in Primary Schools
Hounslow is one of the Outer London Boroughs to the west of the Capital. It intends to recruit a significant number of teachers who are about to complete their training, to work with Nursery, Infant and Junior classes in September 1987.

The Authority provides a structured induction programme for all its newly appointed teachers which includes a half day reduction of teaching load for in-service training. Hounslow maintains a well staffed Teachers' Centre and a comprehensive advisory service to support its teachers. The outer London allowance of £726 p.a. is paid.

Applications are invited from enthusiastic students who will complete their training in the summer of 1987. Interviews are to be held in the first week of March 1987.

**Applications forms, together with further details are obtainable from the Director of Education, Civic Centre, Lampton Road, Hounslow TW3 4DN to whom they should be returned as soon as possible. Please provide a stamped, addressed envelope.**

*Closing date: 2nd February 1987*

HOUNSLOW IS AN EQUAL OPPORTUNITIES EMPLOYER. (16529)

# APPOINTMENT OF NEWLY QUALIFIED TEACHERS
East Sussex

The East Sussex Education Committee will have a limited number of vacancies in primary schools for students who complete their courses this year and who will be seeking posts in September.

Unsuccessful applicants to previous 'pools' who wish to re-apply should submit a fresh application.

**Application forms (TS2) and full details available from and returnable to The County Education Officer (ref: PT/BJM) PO Box 4, County Hall, St. Anne's Crescent, Lewes, BN7 1SG. Closing date February 13th.**

Students seeking posts in secondary schools should apply for specific vacancies which are advertised in 'The Times Educational Supplement'.

*East Sussex is committed to equal opportunities.* (02144)

# PRIMARY TEACHING APPOINTMENTS
It is expected that there will be several vacancies for Nursery, Infant and Junior teachers in May 1987 within the London Borough of Hillingdon, which is the most westerly of the London Boroughs.

Applications are invited from qualified teachers.

**Application forms may be obtained on receipt of a stamped addressed envelope from Director of Education (2E.10), Civic Centre, Uxbridge, Middlesex, to whom applications should be returned no later than 30 January 1987.**

London Borough of Hillingdon

**Outer London Allowance Payable**

Applications from disabled persons will be welcomed. (03176)

**NORTH YORKSHIRE**
LEAVENING COUNTY PRIMARY SCHOOL
Re-advertisement
An enthusiastic and experienced PRIMARY SCHOOL TEACHER (Scale 1) from Easter 1987. Please state curricular interests and strengths and preferred age range.
Application forms, returnable 28.1.87, from County Education Officer, County Hall, Northallerton DL7 8AE (s.a.e.). (36396) 110022

**KNOWSLEY**
FORGE LANE INFANTS AND NURSERY SCHOOL
Forge Lane, Hanworth, Feltham TW13 6UN
Tel: 898 0824
Headteacher: Mrs. C. Hines
SCALE 1 TEACHER
Required for Easter 1987. Candidates should have an enthusiasm for Infant teaching across the age range from 4-7 years, and be willing to take a full part in the life of the school.
Application forms available from the Director of Education, Civic Centre, Lampton Road, Hounslow TW3 4DN (Ref: PA/EBA) to whom they should be returned.
Closing Date: 30th January, 1987.
London Allowance: £726 p.a.
HOUNSLOW IS AN EQUAL OPPORTUNITIES EMPLOYER. (36560) 110022

**LEICESTERSHIRE**
COUNTY COUNCIL
An Equal Opportunity Employer
CRESCENT JUNIOR SCHOOL
Wellinger Way, Leicester LE3 1RG
NOR 186
SCALE 1
Required January experienced Junior teacher.
Please contact the Headteacher for further details and application forms SAE. (36581) 110022

**POWYS**
COUNTY COUNCIL
EDUCATION DEPARTMENT
LLANDRINDOD WELLS C.P. SCHOOL
Required for 27th April, 1987 or earlier as may be agreed a suitably qualified and enthusiastic teacher to take charge of a Nursery Unit - Scale 1. Please mention any areas of curricular expertise as the successful applicant will be expected to lead staff development in a specific curricular area throughout the whole school. (Ref: 268).
Application forms and further particulars are obtainable from the Director of Education, The Lindens, Spa Road, Llandrindod Wells, Powys LD1 5HA to whom completed forms should be returned by 30th January, 1987.
(36371) 110022

**REDBRIDGE**
ST. BEDE'S R.C. PRIMARY SCHOOL
Canon Avenue, Chadwell Heath, Romford, Essex RM6 5RR
Tel: 01-590 1376
Head: Sister M. Peter
Required for April, 1987: Scale 1 Roman Catholic Teacher to take a class of 3rd year Infants (First Communion Class).
Please apply to the Headteacher for an application form, which must be returned by 30th January, 1987. (36664) 110022

**V.S.O.**
Please see main display advertisement under overseas appointments. (36725) 110022

**WILTSHIRE**
Please see display advertisement on Page 43. (35461) 110022

**SOLIHULL**
EDUCATION COMMITTEE
PRIMARY SEPTEMBER VACANCIES - SCALE 1
The Authority will have a number of Scale 1 primary vacancies to which it intends to appoint recently qualified teachers and those expecting to qualify in 1986. Successful candidates will be recruited to the service of the Authority and subsequently appointed to specific schools within the Borough.
Application forms obtainable from Acting Director of Education, Council House, Solihull, West Midlands B91 3QU.
Closing date: 9th February, 1987. (37868) 110022

**SOLIHULL**
EDUCATION COMMITTEE
HATCHFORD JUNIOR AND INFANT SCHOOL
Yorkies Croft, Chelmsley Wood, Birmingham B37 5EG
Tel: 021-770 4050
Required for Easter 1987, a SCALE 1 TEACHER, initially with middle infants. Interest in Music an advantage.
Send S.A.E. to Acting Director of Education, P.O. Box 20, Council House, Solihull, West Midlands B91 3QU, for application form.
Closing Date: 31st January, 1987. (37864) 110022

**SOLIHULL**
EDUCATION COMMITTEE
FORDBRIDGE INFANT SCHOOL
Meriden Drive, Kingshurst, Birmingham B37 6BX
Tel: 021-770 3153
Required as soon as possible a SCALE 1 TEACHER. Ability and willingness to work throughout the age range 3-7 years essential. Post will be in the Nursery class in the first instance.
Send S.A.E. to Headteacher for details and application form.
Closing Date: 30th January, 1987. (37861) 110022

## Remedial and Special Needs Teaching Posts

## Scale 2 Posts and above

**RICHMOND UPON THAMES**
LONDON BOROUGH OF RICHMOND UPON THAMES
(An equal opportunity employer)
HEATHFIELD INFANT SCHOOL
Cobbett Road, Twickenham TW2 6EN
Tel: 01-894 4074
SCALE 2 TEACHER Plus £726 Outer London Allowance
A teacher on Scale 2 is required to take responsibility for the language unit for children with speech and language disorders. This is a temporary post to commence at the beginning of the summer term, 1987, to cover for maternity leave. There is a possibility that the person appointed might need to be available to take up the post from the beginning of March. The appointment is likely to be for at least two terms.
About eight to ten children attend the Unit in the age range 3+ to 7, and there is a staff of 1.5 teachers and a nursery nurse. A further nursery nurse is available to assist with the integration of younger children in the Unit into existing nursery classes.
Children in the Unit will be drawn from a wider area than that normally served by Heathfield Infant School, but the Unit will be fully integrated with the school. The teacher-in-charge will be responsible to the Headteacher.
Forms and further details (foolscap s.a.e.) from Director of Education, Regal House, Twickenham TW1 3QB, returnable by Friday 30th January 1987. (36806) 111020

# Teaching opportunities in Oldham for September 1987
Applications are invited from teachers who expect to qualify in 1987 for the following vacancies:

## PRIMARY TEACHERS
Applications especially welcome for Early Years Education, Nursery and Infant posts.

**Applications forms (large s.a.e.) from the Director of Education, Old Town Hall, Middleton Road, Chadderton, Oldham OL9 6PP returnable to: Teachers Centre, Rochdale Road, Royton, Oldham by 30th January 1987.**

An Equal Opportunity Employer.

(16545)

*Job Sharing applications are welcome*

Award Winner 1985

Oldham Metropolitan Borough
*An Equal Opportunity Employer*

## Scale 1 Posts

**BEDFORDSHIRE**
EDUCATION DEPARTMENT
INFANT TEACHER
An infant trained teacher Scale 1 + SSA is required as soon as possible, for physically handicapped children with severe and moderate difficulties. Previous experience not essential.
How to Apply: Further details from the Head (Luton 287051).
Based at: Lady Zia Wernher School, Ashcroft Road, Luton LU2 9AY.
Bedfordshire is an Equal Opportunities Employer. (36625) 111022

**BRENT**
ARCHIOCESE OF WESTMINSTER
WESTMINSTER DIOCESAN EDUCATION SERVICE
33 Wilfred Street, London SW1E 6PS
ST. JOSEPH'S RC JM SCHOOL
Chatsworth Avenue, Wembley HA9 6TA
St. Joseph's RC JM School is a voluntary aided school in the London Borough of Brent. Part-time Teacher (0.6) to assist with Remedial work within school. Required from 23rd February 1987. Practising Catholic preferred. Closing date 6th February 1987.
Please apply to the Clerk to the Governors, 12 Kingsway, Wembley HA9 7QR for application forms. Please enclose S.A.E. 1st class. (36366) 111022

**HUMBERSIDE**
COUNTY COUNCIL
EDUCATION DEPARTMENT
EAST RIDING DIVISION
HESSLE C.E. JUNIOR SCHOOL
(M.L.D. UNIT)
Northolme Road, Hessle
(Readvertisement)
SCALE 1 + S.S.A.
Required for Easter 1987 a teacher for the Junior Unit class to work with statemented children (12 at present) on programmes of individual and integrated work within this 390-place Junior school.
Application forms and further details are available from the Head of the school (S.A.E. please) to whom completed forms should be returned by 26th January, 1987. (36342) 111022

## Middle School Education

## Deputy Headships Second Masters/ Mistresses

**BEDFORDSHIRE**
SOUTHERN AREA
EDUCATION OFFICE
DEPUTY HEAD MIDDLE
Required for April 1987, a Deputy Head Group 7.
Based at: Priory Middle School, Britain Street, Dunstable, Beds. Tel: 61158.
How to Apply: Application forms available from and returnable to the Headmaster. SAE please.
Closing Date: 6.2.87.
Bedfordshire is an Equal Opportunities Employer. (36627) 120012

**WEST SUSSEX**
BROADFIELD NORTH FIRST & MIDDLE SCHOOL
Seymour Road, Broadfield, Crawley
Required from Easter, 1987 or earlier if possible, Deputy Headteacher for this Group 7 First & Middle School. It is essential that applicants should have good leadership qualities and sound practice in the requirements of primary education today.
Application forms and further details from Area Education Office, Goffs Park House, Horsham Road, Crawley, Sussex.
Closing date: 2nd February, 1987. (36599) 120012

## Remedial and Special Needs Teaching Posts

## Scale 2 Posts and above

**ISLE OF WIGHT**
SOLENT MIDDLE SCHOOL
Baring Road, Cowes, I.W. PO31 8DS
Age range 9-13 years, 341 on roll
Group 6
Required for Easter 1987, SPECIAL NEEDS CO-ORDINATOR (Scale 2) to teach General Subjects across the age range with particular expertise, and preferably a qualification, in Special Needs.
Application forms and further details available from the Headteacher at the school, to whom completed forms should be returned no later than 30 January 1987 (SAE please). (36650) 121020

## By Subject Classification

## Craft, Design & Technology

## Scale 2 Posts and above

**DORSET**
FERNDOWN MIDDLE SCHOOL
Church Road, Ferndown, Dorset BH22 9ET
(N.O.R. 700 Age range ...)
Required Easter, 1987, ... Co-ordinator Scale 3.
Imaginative and ... teacher required to ... specialist team in ... curriculum area. ... should be conversant ... modern C.D.T. practice ... plied to this particular ... range.
Application forms ... er particulars from the ... Closing date 25th ... 1987. (48924)

**KENT**
COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH KENT AREA
SHEERNESS, DANLEY MIDDLE SCHOOL
Halfway Road, Sheerness ME12 3AU
Required for April 1987 ... 2 CDT teacher ... throughout the school ... school has good facilities ... the successful applicant ... continue the development ... the subject.
Application form ... er details from the ... teacher (s.a.e. ...) (36813)

**SUFFOLK**
COUNTY COUNCIL
Stoltback Middle School, Newmarket
Mixed Comprehensive 13, 350 roll
Required either from beginning of the Summer Term or September 1987 ... suitably experienced teacher to act as ... Co-ordinator (Scale ...) this purpose-built school ... general interest is ... with a variety of ... and a more specialist ... terest in Art and C.D.T. ... Home Economics ... able.
Application forms ... further details obtainable (stamped addressed ... velopes please) from ... Headmaster, ... Middle School, ... Avenue, Newmarket ... 0DJ. (37999)

## Humanities

## Heads of Department

**KENT**
COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH KENT AREA
SHEERNESS, SIR THOMAS ... CEYNE MIDDLE SCHOOL
Jefferson Road, Sheerness ME12 2PQ
Required for April ... Head of Humanities ...
Reference and ... Head Teacher. (36814)

## Physical Education

## Heads of Department

**HERTFORDSHIRE**
THOMAS BOURNE CHURCH OF ENGLAND (AIDED) MIDDLE SCHOOL
Durrants Lane, Berkhamsted
Group 5 (9-13)
Headmaster: N. F. Lockett M.A. (Oxon.)
Required April 1987, ... and experienced teacher ... HEAD OF PHYSICAL EDUCATION, to be responsible ... organising and teaching ... and Games throughout ... School, Scale 2 post ...
Applicants should be ... play a full part in all ... the life of a Church School ... able to offer at least one ... teaching subject.
Full details and Application Form from the Headmaster (Tel: Berkhamsted ...) (36263)

## Scale 1 Posts

**BERKSHIRE**
ST. PETERS CE (AIDED) MIDDLE SCHOOL
Crimp Hill Road, Old Windsor SL4 2QY
Required April, 1987, ... fied, assistant teacher ... charge of boys P.E. ... in this 2 P.E. ... (813). Willingness to ... heavy craft would be ... mendation but not ...
Application form ... er details from the ... ter. No closing date.
Berkshire has a ... reimbursement of ... removal expenses.
An Equal Opportunity Employer. (36871)



## MIDDLE SCHOOL EDUCATION
continued

**DORSET**
ST LEONARDS COUNTY MIDDLE SCHOOL
Black Lane, Blandford Forum DT11 8SW
Required for Summer Term 1987, Teacher (Scale One) to lead aspects of Girls' Physical Education together with some general teaching.
Application forms and further details available from Headteacher on receipt of a foolscap sae. (36731) 124222

**HERTFORDSHIRE**
RALPH SADLEIR MIDDLE SCHOOL
Station Road, Puckeridge, Nr. Ware
Tel: Ware 821042
(Head: Mr. W.J.C. Donnelly)
REQUIRED for Easter, 1987, or 1st March, if possible, a Scale 1 Teacher of Physical Education and General Subjects. Temporary appointment until 31st August, 1987.
Letters of application, including Curriculum Vitae and names and addresses of two referees should be sent to the Headmaster as soon as possible. (36258) 124222

## Other than by Subject Classification

## Heads of Department

**HAMPSHIRE**
BLACKFIELD COUNTY MIDDLE SCHOOL
Hampton Lane, Blackfield, Southampton
N.O.R. 360 approx.
SCALE 3 YEAR GROUP CO-ORDINATOR, responsibility for a curriculum area. Proven expertise in Mathematics an advantage.
Required April, 1987.
S.A.E. (F) to Headteacher for further details.
We pursue a policy of equality of opportunity. Applications particularly welcome from people with disabilities. (37792) 125618

# ilea Inner London Education Authority
# HEADSHIPS
Applications are invited from suitably qualified and experienced teachers for the following headships:-

**BATTERSEA PARK (MIXED COMPREHENSIVE) SCHOOL**
Dagnall Street,
Culvert Road (Battersea Park Road),
SW11 5AP.
Vacant 27 April 1987. Roll 958. Burnham group 10 plus Inner London allowance plus £725 p.a. special allowance for responsibility for the Wayford Centre.

**DANEFORD (SB) SCHOOL**
Gosset Street,
E2 6NW.
Vacant 1 September 1987. Roll 614. Burnham group 10 plus Inner London allowance plus £201/276 social priority allowance.

**MORPETH (MIXED COMPREHENSIVE) SCHOOL**
Morpeth Street
(Roman Road, Bethnal Green),
E2 0PX
Vacant now. Roll 984. Burnham group 11 plus Inner London allowance.

*Please send foolscape sae for application form and further details to Education Officer, PER/P84B, Room 262a, County Hall, London SE1 7PB. Closing date for the return of completed forms 6 February 1987.*

ILEA IS AN EQUAL OPPORTUNITIES EMPLOYER (00546)

# Bournemouth School
**(11-18 Boys' Grammar School)**

Required for September, 1987 a
## Head Teacher
for this Group II boys' grammar school. Number on roll 930 of whom 310 are in the Sixth Form.

**Application forms and further particulars from the Staffing Officer, Eastern Area Education Office, Portman House, Richmond Hill, Bournemouth BH2 6ER, on receipt of S.A.E. Closing date 6th February, 1987.** (00516)

DORSET County Council

## Scale 2 Posts and above

**BERKSHIRE**
ST EDWARD'S ROYAL FREE ECUMENICAL MIDDLE SCHOOL
Parsonage Lane, Windsor, Berks. SL4 5EN
NOR: 318
This new Aided School (Anglican/Roman Catholic) which opened in September 1986 is seeking a committed Christian class teacher, Scale 2, Curriculum Development (main subject Science) from Easter 1987.
Further details and application forms may be obtained from Mrs J. Radnor, c/o St. Edward's Royal Free Ecumenical Middle School.
Closing date: 26th January.
An Equal Opportunity Employer. (37694) 125620

**WARWICKSHIRE**
POLESWORTH NETHERSOLE C.E. MIDDLE SCHOOL
High Street, Polesworth, Tamworth, Staffs. B78 1DU
Required beginning of summer term 1987, Scale 3 class teacher with responsibility for the development of Mathematics, Computer Studies and Audio-visual aids. An interest in Boys' Games would be helpful but not essential. The post requires an enthusiastic person who is willing to take an active role in the continued development of this middle (8-12) school.
Application form and further details available from the Head at the school. Closing date 13th February.
Warwickshire is an equal opportunities employer. (36304) 125620

## Scale 1 Posts

**DORSET**
ST LEONARDS COUNTY MIDDLE SCHOOL
Black Lane, Blandford Forum DT11 8SW
Required for Summer Term 1987, a Generalist Teacher (Scale One) to teach a first year class of 9-10 year olds.
Application form and further details available from Headteacher on receipt of foolscap sae. (36733) 125622

**KENT**
COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH KENT AREA
SHEERNESS DANLEY MIDDLE SCHOOL
Halfway Road, Sheerness ME12 3AU
Required for April, 1987 Scale 1. General Subjects teacher with an interest in French for work with 9/11 year olds. Probationer teachers welcome to apply.
Application form and further details from the Headteacher (s.a.e.). (36815) 125622

**MERTON**
LONDON BOROUGH OF MERTON
Urgently required SUPPLY TEACHERS.
See Miscellaneous.
(36651) 125622

## Secondary Education

## Headships

**GWYNEDD**
COUNTY COUNCIL
CYNGOR SIR GWYNEDD
YSGOL UWCHRADD CAERGYBI
(cyfun 11-18: 1565 o ddisgyblion)
PRIFATHRO/ PRIFATHRAWES
I ddechrau yn swyddogol ym Medi 1987 ac i drenlio cyfnod gyda'r Prifathro presennol cyn hynny os yn bosibl. Gallu i gyfathrebu'n effeithiol yn y Gymraeg a'r Saesneg yn hanfodol. Cyflog Prifathro Grwp 12.
Ffurflenni cais a manylion pellach oddi wrth y Cyfarwyddwr Addysg (Staffio), Swyddfa Addysg, Stryd y Castell, Caernarfon ac i'w dychwelyd erbyn 2 Chwefror. 1987.
(The above is an advertisement for the post of Headteacher for Ysgol Uwchradd Caergybi, Holyhead. Ability to communicate effectively in both Welsh and English essential).
Gwilym E. Humphreys.
Cyfarwyddwr Addysg.
(37958) 130010

**HUDDERSFIELD**
ALL SAINTS' R.C. HIGH SCHOOL
Bradley Bar, Huddersfield HD2 2JT
Voluntary Aided. 1185 pupils. 11-18 years
The Governors invite applications from well-qualified and approximately experienced practising Roman Catholics for the post of Headteacher, Group 11, for 1st September, 1987, at this well-established Comprehensive School.
Application forms, together with further particulars, may be obtained from The Clerk to the Governors at the School (s.a.f.e. please). Completed applications should be returned to The Clerk by Friday, 6th February, 1987.
(36645) 130010

**LEEDS**
DIOCESE OF LEEDS
ST. MARY'S CATHOLIC COMPREHENSIVE SCHOOL
Menston, Nr. Ilkley, W. Yorks. LS29 6AE
Burnham Group 11
11-18 mixed, 980 on roll, 130 in expanding 6th Form
HEADSHIP
Required for September, Headteacher for this well-established, thriving, attractively sited School (Leeds L.E.A.). Applicants should be practising Catholics.
Form, with further details, from Headmaster, returnable within 14 days of this notice to the Chairman of Governors, Father E. Horkin, St. Joseph's Presbytery, Mount Pleasant Road, Pudsey, Leeds LS28 7AZ. (36407) 130010

**LINCOLNSHIRE**
CHERRY WILLINGHAM COMPREHENSIVE SCHOOL
Croft Lane, Cherry Willingham, Lincoln LN3 4JP
(Group 8 - Roll 460)
HEADTEACHER
Suitably qualified and experienced teachers are invited to apply for the Headship of this 11-16 mixed comprehensive school. Appointment from September 1987.
SAE for further particulars and application form to Director of Education (Ref: BJA), County Offices, Newland, Lincoln LN1 1YQ. Closing date 6 February 1987. (T244). (37788) 130010

**NORTHAMPTONSHIRE**
MOULTON SCHOOL
Pound Lane, Moulton, Northamptonshire NN3 1SD
APPOINTMENT OF HEADTEACHER: Group 11
Applications are invited for the post of Headteacher of this well established co-educational 11-18 comprehensive school of approx 1058 pupils including 95 in the sixth form.
The school is situated in the large village of Moulton (which adjoins the North-Eastern outskirts of Northampton) and serves a number of villages covering a fairly extensive rural area.
The appointment will take effect on 1st September 1987.
Further details and application form available from the County Education Officer (Ref ST/DL), Northampton House, Northampton NN1 2HX on receipt of a large SAE.
Closing date 30th January 1987.
Northamptonshire welcomes applications regardless of marital status, sex, race and disability.
(36254) 130010

## Deputy Headships Second Masters/ Mistresses

**AVON COUNTY**
THE RALPH ALLEN SCHOOL
Claverton Down Road, Bath BA2 7AD
(Mixed Comprehensive 11-18)
Required from 27th April 1987, a Deputy Head (Group 10) to join the Senior Management Team. Full job specification to be negotiated but candidates should have an interest in staff development, curriculum development, modular courses, industrial and community links; capacity to contribute to whole school policy discussions essential.
All applications will be considered on their merits. However, applications are particularly welcome from women who are under-represented at this level in the school.
Further details from and letter of application to the Headteacher immediately giving full CV and names and addresses of two referees, enclosing s.a.e.
Avon as an Equal Opportunities employer considers applicants on their suitability for the post, regardless of sex, race, disability or sexual orientation. (37340) 130012

**BOLTON**
METROPOLITAN BOROUGH
(An Equal Opportunity Employer)
WESTHOUGHTON HIGH SCHOOL
Bolton Road, Westhoughton, Bolton BL5 3BZ
Deputy Head Teacher
Group 11
Required from 27th April 1987. Further details available.
Application forms available from the Director of Education and Arts, P.O. Box 53, Paderborn House, Civic Centre, Bolton BL1 1JW. Completed applications to be returned to the Head Teacher at the school by 28th January 1987.
(37849) 130012

**DORSET**
COLFOX SCHOOL
Bridport DT6 3DT
(1000 girls and boys, 11-18)
Required from September 1987, Deputy Head (Group 11). The vacancy arises from the promotion of the present postholder to a headship.
Colfox School participates in the TVEI Scheme. Each Deputy holds responsibilities which straddle pastoral, curricular and organisational roles.
Full details of this interesting and challenging post are available together with an application form from the Headmaster (foolscap SAE please).
Closing date two weeks hence. (36726) 130012

# Wiltshire
*AN EQUAL OPPORTUNITY EMPLOYER*

The John Bentley (Voluntary Controlled) School, Silver Street, Calne, SN11 0JF
Re-advertisement

Group 11 NOR 1234

## HEAD TEACHER
Applications are invited for the above post of Head Teacher of the John Bentley (V.C.) School, Calne.

The vacancy occurs at the beginning of the Summer term 1987, following the retirement after ten years' service of Mr. A.R.H. Murphy.

The school is situated on two sites which at present each receive half the full age and ability range of pupils. It is an 11-18 mixed comprehensive school, formed by amalgamation in 1974, which serves the whole of Calne together with surrounding villages.

The Education Committee and Governors need a candidate with experience, capability and enthusiasm to lead this well established school and further develop the school and community links.

Please can previous applicants for this post who wish to be reconsidered, indicate as such in writing.

**Application forms and further details (SAE please) from and returnable to the Chief Education Officer, Education Department, (Ref. ST/T/GM), Trowbridge, by the 30th January, 1987.** (00532)

# Queen Elizabeth's School, Wimborne Minster, Dorset BH21 4DT. (13-18 Comprehensive)
Required for September, 1987 a
## HEAD TEACHER
for this Group 13 Comprehensive school. Number on roll 1345, 220 in the Sixth Form.

**Application forms and further particulars from the Staffing Officer, Eastern Area Education Office, Portman House, Richmond Hill, Bournemouth BH2 6ER on receipt of an A5 s.a.e.**

**This is a re-advertisement. Previous applicants are asked to inform the Staffing Officer if they wish their applications still to be considered and may obtain information about the timetable for this appointment by sending an A5 s.a.e. Closing date 6th February, 1987.** (13848)

DORSET County Council

NORTH KENT AREA
Appointment of
# HEAD TEACHER
## ROCHESTER, TEMPLE SECONDARY SCHOOL FOR BOYS
**Brompton Farm Road, Strood, Rochester, Kent ME2 3NN**
**Group 9 Roll 561**

Applications are invited for the post of Head Teacher, commencing September, 1987. The Authority is looking for a well-qualified and experienced candidate for this boys' secondary modern school (age range 11-16), situated in an urban area to the west of the River Medway.

The Authority has a disturbance allowance scheme, under which assistance with the cost of removal and other related expenses is available.

Application form and further details from the Area Education Officer, Mountbatten House, 28 Military Road, Chatham, Kent ME4 4JE, to whom they should be returned by 6th February, 1987. (16581)

KENT COUNTY COUNCIL

# HEADTEACHER
## Spalding Grammar School
**Group 10 Post Ref. T245**

The headship of this Voluntary Aided selective boys' grammar school is vacant from 1 September 1987. The school was founded in 1588. It is now run on non denominational lines but the governors are seeking to appoint a Head who would be in sympathy with the school's christian heritage. There are currently 666 boys on roll including 130 in the VI form.

**Application forms and further particulars from the Clerk to the Governors, Mr. A. R. Withyman, 23 New Road, Spalding, Lincs. PE11 1DH.**

*Closing date 10 February.* (16537)

Lincolnshire County Council

## SECONDARY DEPUTY HEADSHIPS
continued

**AVON COUNTY**
BROADOAK SCHOOL
Broadoak Road, Weston-super-Mare BS23 4NP
(Roll: 1300. Sixth Form: 300+)
Required from 1st September 1987, Deputy Head, (Group 13) Head of Sixth Form Centre.
The vacancy is caused by an early retirement. A well qualified teacher is required to join the Senior Management Team. The person appointed will run the Sixth Form Centre, part of Broadoak School, but on a seperate site and serving the whole of Weston-super-Mare. The roles of the Senior Management Team will be reviewed every three to four years.
Further details from and letters of application to the Headteacher (Dr. R. Chater), returnable by 30th January, 1987, giving full c.v. and names and addresses of two referees enclosing s.a.e.
Avon as an equal opportunities employer considers applicants on their suitability for the post regardless of sex, race, disability or sexual orientation. (36492) 130012

**BUCKINGHAMSHIRE**
MILTON KEYNES AREA
EQUAL OPPORTUNITY EMPLOYER
RADCLIFFE SCHOOL
Aylesbury Street West, Wolverton, Milton Keynes MK12 5BT
(Mixed Comprehensive - approximately 1670 on roll)
Required from September 1987, a Senior Teacher. He/she will be second in charge of one of the two halls which each accommodate up to 800 pupils aged 12-16. No particular subject discipline is specified at this stage and the successful applicant will be able to teach through-out the school, including the 6th form.
This is an exciting and demanding senior post within the management team.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Application forms with descriptions of the post and the school are available from the Headteacher, D. Gilling, M.A., Les.L., on receipt of a foolscap stamped addressed envelope. (36634) 130012

**CROYDON**
LONDON BOROUGH OF CROYDON
EDUCATION COMMITTEE
MONKS HILL HIGH SCHOOL (M)
Farnborough Avenue, South Croydon CR2 8HD
Tel: 01-657 8935/6
DEPUTY HEAD TEACHER
We are looking for an experienced and energetic teacher to join the senior management team. The person approved will have had substantial and successful teaching experience in comprehensive schools and a capacity for hard work. The person appointed will almost certainly be seeking further promotion in 5 years time.
Please apply to Headmaster, Monks Hill High School.
Scale: Deputy Headteacher Group 10.
Tenable: 27th April 1987.
Closing date for applications: 6th February 1987. (36658) 130012

**HAMPSHIRE**
BROOKFIELD SCHOOL
Brook Lane, Sarisbury Green, Southampton, Hants. SO3 6DU
11-16 mixed Comprehensive - 1164 on roll
Required Easter 1987 - SECOND DEPUTY HEAD - GROUP 11.
Applications form and further details can be obtained from the Headmaster on receipt of a s.a.e.
The County Council pursues a policy of equality of opportunity.
Applications are particularly welcome from people with disabilities.
Closing date 27/1/87. (37201) 130012

**HERTFORDSHIRE**
THE JOHN WARNER SCHOOL
Stanstead Road, Hoddesdon, Herts.
Applications are invited for the post of Senior Master/Mistress (Senior Teacher Scale) which is now vacant due to the promotion of the Senior Mistress, whose duties included oversight of the pastoral system, responsibility for the welfare of girls, and a curriculum involvement. (Re-advertisement).
The senior management team of Head, 1st Deputy, 2nd Deputy and Senior Master/Mistress is responsible for overall school policy and administration. Each member of the team has prescribed areas of responsibility which reflect their particular interests and strengths. These duties may well be reviewed and revised when the experience and qualifications of the person appointed are known to us. A flexible and adaptable approach to this important post is essential and further details are available from the school. Generous relocation expenses in approved cases.
Please apply in writing immediately to the Headmaster, giving full personal and professional details and quoting two referees. (36257) 130012

**HILLINGDON**
LONDON BOROUGH OF HILLINGDON
TOWNMEAD SCHOOL
Wise Lane, West Drayton, Middx. UB7 7EU
Number on Roll: 520, 6 in Sixth Form
Headteacher: G. Leon-Smith, M.A. (Cantab.), F.S.E.A.
Required for May 1987 SECOND MASTER/MISTRESS (Group 9) to join the Senior Management Team of this Comprehensive School. The members of the team have an opportunity to change their roles on a regular basis to further their experience and we should want to exploit the particular experience and strengths of the successful candidate rather than to find someone to carry out specific tasks. Management experience and expertise will be considered more important than the teaching subjects offered, and candidates with an interest and experience in areas such as Assessment, Computer Assisted Learning and Administration, In-Service Training, Pre-vocational Education, Student Profiling and the Modular Curriculum are particularly invited to apply.
Application forms are obtainable from and returnable to the Headmaster. Please enclose a stamped addressed envelope, the names and addresses of two referees and give a telephone number through which you may be contacted.
Outer London Allowance Payable. (37847) 130012

**HARDENHUISH SCHOOL**
**Hardenhuish Lane, Chippenham, Wilts SN14 6HW**
This group 11 11-18 mixed comprehensive requires
**TWO SENIOR TEACHERS**
from the beginning of the Summer Term (although applications for September will be considered).
This unique opportunity to strengthen the management of this TVEI school arises as a result of the promotion of the Director of Studies to the advisory service and the retirement of the Senior Mistress. The new posts therefore offer complete flexibility in job roles. The posts will be to support the management of the school in two broad areas –
1. Curriculum and timetabling
2. Pastoral support and community links
and the precise job descriptions will be negotiated once the individual strengths of the successful applicants are known.
For neither post will the subject specialism or the sex of the applicant be critical. The school is looking for well-qualified and ambitious teachers who would see such a post as a good training for Headship or Deputy Headship.
The school lies to the north of Chippenham and is situated in a pleasant parkland setting. Its catchment area is from the town of Chippenham and from a number of surrounding villages.
Further details and application forms (S.A.E. please) from the Headteacher, Mr. R.J. Alderman.
Closing date for applications 9th February 1987.
*WILTSHIRE IS AN EQUAL OPPORTUNITIES EMPLOYER* (18611)

**HOUNSLOW**
ST. MARK'S CATHOLIC SCHOOL
106 Bath Road, Hounslow, Middlesex TW3 3EJ
Headteacher: Mr. D.J. Sheath, B.Sc. (Hons)
11-18+ Co-Educational Comprehensive School
(Roll 886 (120 in 6th Form)
DEPUTY HEADTEACHER - GROUP 10
The Governors of this popular and successful school invite applications from experienced, energetic and committed Catholic teachers for the post of Deputy Head from April 87, if possible. The post is vacant due to a promotion to Headship. The specific responsibilities of the post are to be determined according to the particular strengths and interests of the successful candidate.
Application form and further details are valiable from the Headteacher.
London Allowance £726 per annum.
Closing date: 2.2.1987.
WE ARE AN EQUAL OPPORTUNITY EMPLOYER. (36310) 130012

**KENT**
COUNTY COUNCIL
EDUCATION DEPARTMENT
EAST KENT AREA
THE CONYNGHAM SECONDARY SCHOOL
Stirling Way, Ramsgate, Kent CT12 6NB
A Deputy Head is required from September 1987 (or earlier) on the promotion of the present holder.
The person appointed will be part of the Senior Management team and will have particular responsibility for curriculum co-ordination and development.
Application forms and further details available from the Headmaster (S.A.E. please).

ST. ANSELM'S CATHOLIC COMPREHENSIVE SCHOOL
Old Dover Road, Canterbury, Kent CT1 3EN
Group 10
Deputy Head Teacher
This post becomes available at Easter, or as soon thereafter as possible, on the retirement of the present holder.
The Governors invite applications from suitably qualified graduate, enthusiastic, practising Roman Catholic teachers who have substantial experience to meet the chalenges of this senior management position.
The successful candidate will be expected to support and make major contributions to all aspects of the management, policy-making and developing life of the school and to have specific responsibility for curriculum planning, adminstration and timetabling.
Application forms and further details of the post may be obtained from the Clerk to the Governors at the school (SAE please). Closing date January 31st January 1987. (36816) 130012

**LEICESTERSHIRE**
COUNTY COUNCIL
An Equal Opportunity Employer
MARY LINWOOD SCHOOL
Trenant Road, Leicester LE2 6UA
NOR 839
Required second Master/Mistress.
Group 10.
Required September 1987 a 2nd Master/Mistress to join the Senior Management Team.
Please contact the Headteacher for further details and application forms SAE. (37889) 130012

**LEICESTERSHIRE**
COUNTY COUNCIL
An Equal Opportunities Employer
GUTHLAXTON COLLEGE
Station Road, Wigston Magna, Leicestershire
N.O.R.: 1470
14-19 Upper School and Community College
Principal: Graham S. Norris, J.P.
SECOND DEPUTY PRINCIPAL, Group 13
Required for April or September, 1987 Second Deputy Principal Group 13. Vacancy on promotion of present holder to a headship.
Applications are invited from teachers with enthusiasm, energy, initiative, and proven managerial and organisational experience in secondary schools. A commitment to community education is essential. The successful candidates will share responsibilities with Deputy Principal colleagues and will have overall specific responsibility for: Pastoral Care/Guidance including oversight of work of division heads and pastoral staff, liaison with Careers Service, Schools Psychological Service, Social Services, Police; review of assessment procedures and record - keeping and development of profiling; Link course liaison with Further Education establishments; oversight of College Equal Opportunities Policy.
Further details upon request and with SAE from The Principal, at the above address to whom the completed letters of application should be returned by 26th January 1987. (36615) 130012

**OXFORDSHIRE**
COUNTY COUNCIL
BURFORD SCHOOL AND COMMUNITY COLLEGE
Cheltenham Road, Burford, Oxford OX8 4PL
(Roll 1132, Sixth 170)
Required for September, 1987, a deputy head for this group 12 comprehensive school to be Head of Upper School with responsibility for academic and pastoral development of Years 4-7.
Application forms available from the Headteacher (please enclose s.a.e.).
An Equal Opportunity Employer. (36350) 130012

**OXFORDSHIRE**
COUNTY COUNCIL
BANBURY SCHOOL
Ruskin Road, Banbury OX16 9HY
Mixed 11-19 Comprehensive School
Required for the beginning of the Summer term, HEAD OF UPPER SCHOOL - Years 4 and 5, Senior Teacher scale. Over and above leading this area of the school in the fullest sense, the person appointed will be required to develop appropriate tutoring programmes and a modular curriculum programme covering: One World Studies, Economics, Politics, Social/Personal Education, Religious/Moral Education, Relationships/Parenting.
Further details (on receipt of SAE) from the Principal.
An Equal Opportunity Employer. (36351) 130012

**POWYS**
COUNTY COUNCIL
EDUCATION DEPARTMENT
WELSHPOOL HIGH SCHOOL
Required for the commencement of the Summer Term, 1987, a well qualified and experienced teacher for the post of Deputy Headteacher at this 11-18 co-educational school (Group XI). Part of the duties relate to the welfare of the girls. (Ref: 273).
Application forms and further details available from the Headteacher, Welshpool High School, Welshpool, Powys SY21 7RE to whom completed forms should be returned by 2nd February, 1987. (36370) 130012

**SURREY**
ROYAL GRAMMAR SCHOOL
Guildford
(HMC Independent - 750 day boys)
Required in April or September, a DEPUTY HEAD to assist the Headmaster in all aspects of school management. Vacancy caused by promotion to Headship.
Full details of this key post available from the Headmaster (DH), Royal Grammar School, High Street, Guildford, Surrey GU1 3BB. (37020) 130012

## Remedial and Special Needs Teaching Posts

### Heads of Department

**ESSEX**
SIR CHARLES LUCAS SCHOOL
Hawthorn Avenue, Colchester CO4 3JL
Tel: Colchester 861217
DIRECTOR OF SPECIAL NEEDS (Senior Teacher)
To control and organise Special Needs work throughout the school, to develop SEN expertise within the subject departments and to teach within a subject department.
Further details and application form from the Headteacher (foolscap s.a.e. please). (36604) 131018

**LONDON N6**
INNER LONDON EDUCATION AUTHORITY
ST. ALOYSIUS' COLLEGE
30 Hornsey Lane, Highgate, London N6 5LY
A Roman Catholic Voluntary-Aided Comprehensive School for 1000 Boys in the 11 to 18+ age range
Headmaster: Mr J.A. Mackersie
Required from April 27th 1987, a qualified, experienced Teacher to develop a 'sanctuary' provision for pupils with special educational needs, mainly in the lower school.
Application forms and further details available from the Clerk to the Governors at the above address. (36590) 131018

**SURREY**
EDUCATION COMMITTEE
THE WARWICK SCHOOL
Noke Drive, Redhill RH1 4AD
Tel: Redhill 64556
12-16 Mixed Comprehensive, NOR 825
HEAD OF SPECIAL NEEDS DEPARTMENT
Scale 3
For April or September, 1987. A graduate teacher experienced in working with special needs pupils to be responsible for all pupils within the school with learning problems and for their assessment. Liaison with all departments and the development of courses for gifted pupils and for those with special needs would be an essential part of the role.
Contact Head for further details and application form. (36660) 131018

## Scale 2 Posts and above

**BARKING AND DAGENHAM**
LONDON BOROUGH OF BARKING AND DAGENHAM
DAGENHAM PRIORY COMP. SCHOOL
Dagenham
Assistant Teacher to join the Supportive Education Department, Scale 3, required April, 1987.
For further details see our display advert. under Secondary Scale 1. (37487) 131020

**SHROPSHIRE**
EDUCATION COMMITTEE
An equal opportunities employer
MADELEY COURT SCHOOL
Court Street, Madeley, Telford, Shropshire TF7 5DZ
Tel: Telford 586791
11-18 mixed comprehensive school
Required for Easter 1987. Permanent, Full-time Scale 2 Teacher to join the Learning Support Dept.
Specific responsibility for work with statemented pupils with moderate learning difficulties. Fully equipped unit in purpose built 11-18 comprehensive school.
Application forms and details from the Head (SAE required). (36714) 131020

## Scale 1 Posts

**HAMPSHIRE**
RE-ADVERTISEMENT
THE WAVELL SCHOOL
Lynchford Road, Farnborough, Hampshire GU14 6BH
Mixed Comprehensive 11-16 N.O.R. 725
Required for April, 1987. Scale 1 post.
Special Needs Teacher with suitable qualifications and positive views on integration for an expanding department.
Closing date 28th January 1987.
Letter of application nominating two referees to Head Teacher with s.a.e. for details.
We pursue a policy of equality of opportunity.
Applications particularly welcome from people with disabilities. (36636) 131022

**HILLINGDON**
LONDON BOROUGH OF HILLINGDON
VYNERS SCHOOL
Warren Road, Ickenham, Uxbridge, Middx. UB10 8AB
Number on roll: 901, 147 in Sixth Form
Headteacher: D.C. Bost, M.A., F.R.S.A., J.P.
Required as soon as possible, a part-time 0.5 teacher (Scale 1) for pupils with Special Needs. The person appointed would be expected to give tuition to individuals and small groups of children with learning problems, to provide classroom support across a range of subjects and to provide some help for a group of gifted children within the lower school. Hours are open to negotiation but the ability to offer most mornings would be an advantage.
Please apply in the first instance by letter to the Head of the School stating the names and addresses of two referees.
Outer London Allowance Payable. (37848) 131022

**KNOWSLEY**
HALEWOOD COMPREHENSIVE SCHOOL
The Avenue, Halewood, Merseyside L26 1UU
(973 pupils on roll, including 148 in sixth form)
RE-ADVERTISEMENT
PREVIOUS APPLICANTS CONSIDERED
SCALE 1 TEACHER
Required for 1 May 1987, to join a successful department.
Applications by letter including full c.v. by 30 January 1987. (37832) 131022

**LONDON N6**
INNER LONDON EDUCATION AUTHORITY
ST. ALOYSIUS COLLEGE
30 Hornsey Lane, Highgate, London N6 5LY
A Roman Catholic Voluntary-Aided Comprehensive School for 1000 Boys in the 11 to 18+ age range
Headmaster: Mr J.A. Mackersie
Required as soon as possible, 0.6 Teacher to work within Special Educational Needs Department, providing in-class support and running withdrawal groups for pupils with learning difficulties in the area of mathematics. An interest in other areas of the curriculum would be an advantage.
Application forms and further details available from the Clerk to the Governors at the above address. (36589) 131022

**WILTSHIRE**
COUNTY COUNCIL
CLARENDON SCHOOL
Frome Road, Trowbridge, Wiltshire BA14 …
11-18 mixed comprehensive …
TEACHER SCALE … (S6A) required … April 1987.
This is a full time permanent post.
The person … will join the … teachers catering for … ety of special needs … large comprehensive … school, and will … special unit for … moderate learning … ties.
Application forms … tails from the Head … (s.a.e. please) … date 14 days from appearance of this advertisement.
Wiltshire County Council is an Equal Opportunity Employer. (36658) …

## By Subject Classified

## Art and Design

### Heads of Department

**BUCKINGHAMSHIRE**
MILTON KEYNES AREA
Equal Opportunity Employer
RADCLIFFE SCHOOL
Aylesbury Street West, Wolverton, Milton Keynes MK12 5BT
(mixed comprehensive approximately 1670 …)
HEAD OF ART DEPARTMENT
Required from April/September 1987, an enthusiast is sought … team of three other … Scale 3.
Assistance with removal expenses and rented housing may be available in approved … and there is a wide range … housing to buy in the area.
Application forms … er details are available … the Headteacher, D. G… M.A. LesL., on receipt … foolscap stamped addressed envelope. (36519) …

**DORSET**
QUEEN ELIZABETH'S SCHOOL
Wimborne Minster, Dorset …
(V.C. 13-18, N.O.R. 1… 230 in Sixth Form)
HEAD OF ART & DESIGN (SCALE 3)
Required for May or September 1987, owing to promotion of the present post-holder … well qualified and … teacher to take responsibility for this large and … department within the …
Further particulars … plication forms … obtained from the Head … on receipt of a … (36730)

**ESSEX**
RAINSFORD SCHOOL
Fox Crescent, Chelmsford
Tel: 0245 265511
(Roll 830)
HEAD OF ART AND DESIGN
SCALE 3
Ambitious teacher to … the approaches and … of Art particularly in … school curriculum … other curricular areas … design to be developed … ing date: 4th February …
Curriculum vitae and … of two referees to Head … (foolscap s.a.e.) (36590) …

**LEICESTERSHIRE**
COUNTY COUNCIL
An Equal Opportunity Employer
RUSHEY MEAD SCHOOL
Melton Road, Leicester LE4 7PR
(11-16)
NOR 946
HEAD OF DESIGN SCALE …
Required April … Head of Design … qualified … teacher is required … this enthusiastic … ment and to develop … further the curriculum … this area. (The … embraces Art and … technical graphics … Automobile … Food and Nutrition … craft) textiles … Education … Technology. All of … areas are examinable … applicant is sought … experienced in work … cross curricular … who is committed to … munity education … school is a mixed … comprehensive school … a culturally rich … munity.
Please contact the … teacher for further … and application … (SAE). (37889) …

## SECONDARY ART & DESIGN
continued

**LINCOLNSHIRE**
QUEEN ELIZABETH'S GRAMMAR SCHOOL
Horncastle, Lincs. LN9 5AD
Group 9, Roll 557
(125 in VI Form)
HEAD OF ART AND DESIGN
Required for the Summer Term 1987, an enthusiastic, experienced teacher to be responsible for Art and Design throughout the school and to 'A' level. The department has good facilities and there is wide scope for developing a wide range of two and three dimensional studies including graphics, printing and pottery. Scale 3. Some part-time assistance is available.
Further particulars from the Headmaster (sae please) to whom letters of application including curriculum vitae and the names and addresses of two referees should be sent by Friday 30 January 1987. (T238). (37963) 131218

**MIDDLESEX**
JOHN LYON SCHOOL
Harrow
(HMC 490 Boys 11-18)
HEAD OF ART
Required for September 1987.
Further information from: The Headmaster, The John Lyon School, Middle Road, Harrow, Middlesex HA2 0HN. Tel: 01-422 2046. (37193) 131218

## Scale 1 Posts

**HERTFORDSHIRE**
DAME ALICE OWEN'S SCHOOL
Dugdale Hill Lane, Potters Bar, Herts. EN6 2DU
Voluntary Aided. Founded 1613
Trustees: The Worshipful Company of Brewers
Number on Roll: 1053 (mixed)
160 Sixth Form
Urgently required immediately, a suitably qualified teacher of Art to teach across the 11-18 age and ability range, up to and including G.C.S.E. Applicants should be willing to offer the teaching of Textiles in the Home Economics Department in Years 1-3.
Excellent facilities available on attractive Green Belt site, within easy reach of Central London.
Applications in writing (full c.v. and names of two referees) as soon as possible to the Head Master, Mr. D.M.W. Bolton, M.A. (Oxon.), from whom further details are available. Telephone enquiries welcome. on Potters Bar (0707) 43441. (37878) 131222

**KENT**
COUNTY COUNCIL
EDUCATION DEPARTMENT
EAST KENT AREA
HERNE BAY SECONDARY SCHOOL
Bullockstone Road, Herne Bay, Kent CT6 7NS
Required for April 1987, a versatile and enthusiastic teacher of Art and Design (Scale 1) to join a strong department offering GCSE, 'A' level and CPVE courses. Ability to teach ceramics, sculpture or other 3-dimensional work an asset.
Letters of application, including CV and names of two referees, to the Head Teacher at the school. (36817) 131222

**LINCOLNSHIRE**
STAMFORD HIGH SCHOOL
Please see display advertisement under Independent Schools, Art and Design, Head of Department. (36454) 131222

**LONDON SW11**
EMANUEL SCHOOL
Please see main advertisement under Independent Section. (45853) 131222

## Careers

## Scale 1 Posts

**BEXLEY**
LONDON BOROUGH
CHISLEHURST & SIDCUP GRAMMAR SCHOOL
HEAD OF DEPARTMENT
Required for April or September 1987 an experienced, graduate teacher to lead a team to organise and provide information and guidance for careers and higher education and to continue school industry links. There is a well-stocked careers suite and the LEA is fully supportive. The vacancy arises from the promotion of the present postholder.
Application form and job description available from the Head Teacher. (36011) 131422

## Classics

## Scale 1 Posts

**DORSET**
BOURNEMOUTH SCHOOL
East Way, Bournemouth BH8 9PY
(Maintained Grammar, 920 Boys, (11-18) 300 in Sixth Form)
Required for September 1987, a teacher of Latin, Scale 1, to share the teaching of the subject throughout the School. Advanced Level work available for a suitably qualified candidate. This is a permanent appointment.
Applicants should indicate areas outside the time-tabled curriculum where they would be willing to help.
Application forms and further details from the Headmaster, to whom completed forms should be returned by Friday, 6th February 1987. (36727) 131622

**WEST MIDLANDS**
QUEEN MARY'S GRAMMAR SCHOOL
Walsall
Boys' Voluntary Aided Selective School: 180 in Sixth Form
Required for September 1987 teacher of CLASSICS.
Ability to help with games a strong recommendation.
Applications by letter, with the names of two referees, to the Headmaster, Queen Mary's Grammar School, Sutton Road, Walsall, West Midlands WS1 2PG. Closing date: 26th January. (37195) 131622

## Commercial Subjects

### Heads of Department

**HOUNSLOW**
HOUNSLOW MANOR SCHOOL
HEAD OF DEPT. BUSINESS STUDIES
Economics/See under Business Studies. (36435) 131818

## Scale 2 Posts and above

**DUBAI**
THE RASHID SCHOOL FOR BOYS
Substantial Tax free salaries.
See Overseas.
(37587) 131820

## Scale 1 Posts

**HOUNSLOW**
See under Economics/Business Studies - Hounslow, Chiswick School Scale 1 teacher. (36436) 131822

**SURREY**
EDUCATION COMMITTEE
WARLINGHAM COUNTY SECONDARY SCHOOL
Tithepitshaw Lane, Warlingham CR3 9YB
Tel: Upper Warlingham 4067
12-18 Mixed Comprehensive, N.O.R. 785 inc. 122 in Sixth Form
SCALE 1 BUSINESS STUDIES
Teacher required from September, 1987. The school follows the Hampshire Business and Information Studies GCSE course. Probationers welcomed.
Application form and further details from the Headteacher. (36661) 131822

**V.S.O.**
Please see main display advertisement under overseas appointments. (36722) 131822

## Computer Studies

### Heads of Department

**LONDON SE1**
GEOFFREY CHAUCER SCHOOL (SM)
Harper Road, London SE1 6AG
Scale 3 Head of Computing (across the Curriculum) from April 1987. The school has a 14 terminal 480A network and intends to develop a second Nimbus network.
Contact school on 407-6877 for application form. (36846) 132018

**SINGAPORE**
U.W.C.S.E.A.
HEAD OF COMPUTER STUDIES
For further details see our display advert on Page XX. (37044) 132018

**SURREY**
EDUCATION COMMITTEE
THE BISHOP WAND C. OF E. (AIDED) SECONDARY SCHOOL
Layton's Lane, Sunbury-on-Thames, Middlesex TW16 6LT
Required for the Summer Term, teacher in charge of COMPUTER STUDIES, with some mathematics teaching (preferably to A/Level) in this 11-18 mixed comprehensive school, 600 on roll including 90 in the Sixth Form. The subject is taught to GCSE; computer awareness forms part of the Lower School curriculum and there is an Information Technology course in the Sixth Form. Scale 2 post, or 3 for a well-qualified and experienced candidate who could also take responsibility as Second in the Mathematics Department. Fringe London Allowance.
Candidates should be in sympathy with the Christian ideals of the School.
Details and application forms from Headmaster, D.G. Jones, M.A., (Tel: Sunbury 78757). (37563) 132018

## Scale 2 Posts and above

**HAMPSHIRE**
HARRIET COSTELLO SCHOOL
Crossborough Hill, London Road, Basingstoke, Hants.
See Maths Scale 2 posts. (36316) 132020

**JERSEY**
STATES OF JERSEY EDUCATION COMMITTEE
GRAINVILLE SCHOOL
N.O.R. 660, 11-16 co-ed.
Required from Easter, 1987 or before if possible
TEACHER OF COMPUTER APPRECIATION
Jersey Salary Scale £12,210 to £14,520 depending on experience.
Must be able to teach Information Technology to years 1, 2 and 3 and R.S.A. Computer Literacy to years 4 and 5.
Further information and application forms from: Director of Education, P.O. Box 142, Highlands, St. Saviour, Jersey. Closing date: 30th January, 1987. (37009) 132020

**KENT**
COUNTY COUNCIL
EDUCATION DEPARTMENT
EAST KENT AREA
THE FRANK MONTGOMERY SECONDARY SCHOOL
Bredlands Lane, Westbere, Canterbury CT2 0HB
Required for April 1987, Assistant Teacher of Computer Studies, with the opportunity to teach some Mathematics if desirable. (Scale 2).
Applications in writing, including names of two referees, to the Head Teacher at the school. (36819) 132020

**STAFFORDSHIRE**
STAFFORDSHIRE LOCAL EDUCATION AUTHORITY/ THE UNIVERSITY OF KEELE JOINT APPOINTMENT IN COMPUTER SCIENCE AND INFORMATION TEACHNOLOGY - SCALE 4
Required for 1st April, 1987 or the earliest possible date, an experienced teacher of computer science and information technology.
The successful candidate will be appointed to the permanent staff of the Staffordshire Education Authority. The duties of the post will be divided equally between the University and the Local Education Authority.
The University component will include teaching commitments on both the postgraduate and concurrent education courses, support of students on teaching practice and opportunities for research.
The local authority component will relate largely to aspects of computer assisted administration and staff development work.
Application form and further particulars are available from the Chief Education Officer, Staffing (Teaching) Section, Education Offices, Tipping Street, Stafford ST16 2DH. Completed forms should be returned clearly marked for the attention of the Chief Inspector by Monday 9th February, 1987.
Canvassing will disqualify.
Closing date 10 days from publication.
Trade Union membership encouraged.
An equal opportunity employer.
Staffordshire County Council. (36255) 132020

**SUFFOLK**
COUNTY COUNCIL
FARLINGAYE HIGH SCHOOL
Ransom Road, Woodbridge IP12 4JU
13-18 mixed comprehensive roll 724
Required April 1987 or as soon as possible, CO-ORDINATOR OF COMPUTER EDUCATION Scale 3, to develop computer Education across the whole curriculum and to advise staff on computer use and to be responsible for a network.
Application forms and details obtainable from the Head at the school, s.a.e. please, closing date 30th January 1987. (36677) 132020

**SURREY**
GUILDFORD HIGH SCHOOL
London Road, Guildford, Surrey GU1 1SJ
(Church Schools Company Ltd.)
COMPUTER STUDIES specialist required for September.
See Independent section for details. (37064) 132020

**SUTTON**
See Independent Schools, other than by Subject, Heads of Department, Stowford College. (37668) 132020

## Scale 1 Posts

**EAST SUSSEX**
NEWLY QUALIFIED TEACHERS
See general advertisement on Page 58. (36574) 132022

## Craft, Design & Technology

### Heads of Department

**BARKING AND DAGENHAM**
LONDON BOROUGH OF BARKING AND DAGENHAM
EASTBURY COMP. SCHOOL
Rush Green
HEAD OF C.D.T., Scale 4
For further details see our display advert under Secondary Scale 1. (36382) 132118

**OXFORDSHIRE**
COUNTY COUNCIL
ST AUGUSTINE OF CANTERBURY RC/CE UPPER SCHOOL
Iffley Turn, Oxford OX4 4DX
Group 10 NPR 620
Required for Easter or as soon as possible a Head of Department (Scale 3) CDT. The School has excellent workshops and facilities and is a member of the City's TVEI Scheme.
Application forms and further details available from the Headteacher. SAE please.
An Equal Opportunity Employer. (36349) 132118

## Scale 2 Posts and above

**BARKING AND DAGENHAM**
LONDON BOROUGH OF BARKING AND DAGENHAM
PARSLOES MANOR COMP. SCHOOL
Dagenham
TWO ASSISTANT TEACHERS OF C.D.T., Scale 1 and 2
For further details see our display advert. under Secondary. (36384) 132120

**BEDFORDSHIRE**
EDUCATION SERVICE
COUNTY STAFF (SUPPLY) TEAM
Required for April to join this permanent team:-
Craft, Design and Technology, Scale 3. Applicants should have a wide range of CDT experience with pupils aged 9-18, and an ability to teach Modular Technology, and Design and Technology would be an advantage.
Ownership of a car is essential. Essential Car Users Allowance. Assisted car purchase scheme.
Application forms and full details from DPJ Browning, Chief Education Officer, County Hall, Bedford. (Ref. SS/SST1). Closing Date: 29th January 1987.
The Council is an equal opportunity employer, and welcomes applications from members of ethnic minority groups, disabled persons and all other sections of the community. (36618) 132120

**BERKSHIRE**
EASTHAMPSTEAD PARK SCHOOL
Wokingham RG11 3DF
Required April 1987 or as soon as possible a teacher of Craft, Design and Technology. Scale 2 available for a candidate with the appropriate qualifications, skills and experience.
Courses in design and technology are well established and the school is currently taking part in the TVEI project.
Please apply for application form and further details to the Principal (S.A.E.). No closing date.
Berkshire has a scheme of reimbursement of lodging and removal expenses.
An Equal Opportunity Employer. (36284) 132120

Required for April 1987 or as soon as possible
**PERIPATETIC SPECIALIST TEACHER OF TECHNOLOGY**
**FOR THE TVEI PROJECT SCALE 3**
An experienced and committed teacher of technology is sought to inspire innovation in the 7 TVEI pilot institutions. Enthusiasm for computer applications to CDT will be an advantage and the post involves organising a programme of relevant in-service training. A technology base is available with specialist technicians support. This vacancy is funded until Summer 1989 and will be most suitable for a competent teacher seeking experience for a senior post. Havering expects its TVE extension scheme to commence in 1987 or 1988.
Havering
**Application forms and further details are available (s.a.e.) from the Director of Educational Services (Ref. Staffing/DHT), Mercury House, Mercury Gardens, Romford RM1 3DR.**
**Closing Date 30th January.** (03184)

**Staffordshire Technology Education Programme**
Required for 27th April, 1987
# County Advisory Teacher
**Scale 3/4 (3 Posts)**
1. Staffordshire is initiating a major programme to develop the technological dimension of education in all its schools, both primary and secondary. The programme will be based upon a County Technology Centre in Stafford, supplemented by mobile technology units, and will be effected through a team of Advisory Teachers.
2. The persons appointed in this second round of appointments will have an important role in translating the aims of the programme into reality, and will be closely involved in policy and decision making.
3. **Specific Responsibilities**
(a) One post (reference STEP/4) will have specific responsibility for the "Technology for All" aspects of the programme. These relate to the development of technological ways of working across the curriculum for all pupils from 5-16.
(b) A second post (reference STEP/5) will have specific responsibilities for the "Expert Technology" aspects of the programme. These relate to the development of a specifically technological course and modules of work in the secondary curriculum, where the emphasis will be on the 14-18 age range.
(c) The third post (reference STEP/6) will have specific responsibilities for ensuring internal coherence and continuity in the programme with regards to curriculum development and resourcing, and for links with other agencies such as the County Computing Centre.
4. **General Responsibilities**
Advisory teachers, Headteachers and others in general matters relating to technology.
**Application forms and further particulars are available from the Chief Education Officer, Staffing Section, County Education Offices, Tipping Street, Stafford. ST16 2DH (S.A.E. please).**
**Canvassing will disqualify.**
**Closing date 10 days from publication.**
**Trade Union membership encouraged.**
**An Equal Opportunity Employer.**
**Staffordshire County Council**

# ilea

## Inner London Education Authority

**Qualified teachers are invited to apply for the following posts. Application forms and further details are available from the Head of the school unless indicated otherwise. Visits to schools by appointment are welcomed.**
**Inner London Area Payment (£1110 p.a.) is made in addition to the appropriate Burnham Salary scale.**
**JS denotes post suitable for job share (paired applications only) as well as full-time applications.**
**A Register for pairing potential job sharers is maintained in EO/PER/PS7, Room 533, County Hall, SE1 7PB (Tel 01-633 8801).**
**NJS denotes post not open to job share applications.**
**Unless shown differently, the closing date for application is 30 January 1987.**
**All secondary schools in the ILEA area are organised along comprehensive lines.**
**ILEA is an equal opportunities employer.**

## SECONDARY SCHOOLS

### HEADSHIPS

Applications are invited from suitably qualified and experienced teachers for the following headships: —
BATTERSEA PARK (MIXED COMPREHENSIVE) SCHOOL
Dagnall Street, Culvert Road (Battersea Park Road), SW11 5AP.
Vacant 27 April 1987. Roll 958. Burnham Group 10 plus Inner London allowance plus £725 p.a. special allowance for responsibility for the Wayford Centre.
DANEFORD (SB) SCHOOL
Gosset Street, E2 6NW.
Vacant 1 September 1987. Roll 614. Burnham group 10 plus Inner London allowance plus £201/276 social priority allowance.
MORPETH (MIXED COMPREHENSIVE) SCHOOL
Morpeth Street, (Roman Road, Bethnal Green), E2 0PX.
Vacant now. Roll 984. Burnham group 11 plus Inner London allowance.
Please send foolscap sae for application form and further details of all posts to Education Officer, PER/PS4B, Room 262a, County Hall, London SE1 7PD. Closing date for the return of completed forms 6 February 1987.

### DEPUTY HEADSHIP

CATFORD (SB)
Stainton Road, Catford, SE6 1AB.
Tel 01-698 7394
Roll: 535
Head: T. J. Bolas.
Required from April 1987. Deputy Head (Group 10) to work with an enthusiastic and committed staff responding to a number of major initiatives in an ISS Phase II school. NJS

GEORGE GREEN'S (SM)
80, Manchester Road, Isle of Dogs, E14 9DW
Tel: 01-987 6032
Roll: 500
Head: James Craig
Required from April 1987 a second Mistress/Master (Group 9 Deputy Head). High priority is given to measures which afford girls genuine equality of opportunity in a mixed school. The ability to work from a clear anti sexist and anti racist point of view is essential

HAMPSTEAD (SM)
Westbere Road, NW2 3RT.
Tel. 01-794 8133
Roll: 1086
Head: Tamsyn Imison
Required from April 1987 Senior Master/Mistress (Deputy Head's Scale). Responsible for curriculum development, timetabling evaluation and innovation of teaching methods, support for Heads of Department

HOLLAND PARK (SM)
Airlie Gardens, Campden Hill Road, W8 7AF
Tel. 01-727 5631
Roll: 1500
Head: Ms M A Pringle
Required from April 1987
Third Deputy Head (2nd Master/Mistress) The school has strong commitment to an extensive and integrated core curriculum and to equal opportunities. Areas of responsibility can be negotiated but experience/interest in curriculum development and timetabling is welcomed.

THOMAS TALLIS (SM)
Kidbrooke Park Road, SE3
Tel: 01-856 0115
Roll: 1087
Head: Mr C. Yardley
Required from April 1987. Senior Master/Mistress (Deputy Head Scale. Group 11) termed Deputy Head. Curriculum The main duties of the post are the construction of the timetable and responsibility for the development and quality of the curriculum. NJS.

### SENIOR TEACHER

DANEFORD (SB)
Gosset Street, E2 6NW
Tel: 01-729 3535
Roll: 600
Head: W. K. Williams
Required asap. Senior Teacher responsible for language development. Experience of bilingualism preferably in an inner city school required. *Re-advertisement.*

STEPNEY GREEN (SB)
Ben Jonson Road. E1 4SD
Tel: 01-790 6361
Roll 1049
Head: Mr. D J Bennett
Required from April 1987. Co-ordinator for Language for Learning (including ESL) Senior Teacher Scale. The person appointed will have qualifications in ESL, experience of bilingual education and collaborative teaching.

### ART

CROWN WOODS (SM)
Riefield Road, Eltham, SE9
Tel: 01-850 7678
Roll: 2000
Head: Peter Wells
Required from April 1987 or asap. Scale 1 teacher of Art with special knowledge of printing or sculpture to teach CSE, O and A-Level.

### DESIGN AND TECHNOLOGY

CATFORD (SB)
Stainton Road, Catford, SE6 1AB
Tel: 01-698 7394
Roll: 535
Head: T. J. Bolas
Required from April 1987 or sooner if possible, Deputy Head of Department, Craft Design & Technology. Scale 3, to run the Foundation Course years 1-3 and teach Electronics, Technology and Graphics in the 4th & 5th years. Experience of Computers an advantage. JS.

CROFTON (SM)
Manwood Road, SE4 1SA
Tel: 01-690 1114
Roll: 1025
Head: Mr. J. J. Alderman
Required asap. Teacher, (scale 2), 2 i/c in CDT Department. To continue the development of Technology. Design Technology is taught to all pupils in Year 1-3. In Years 4 and 5 new courses for GCSE are being developed.

CROWN WOODS (SM)
Riefield Road, Eltham, SE9
Tel: 01-850 7678
Roll: 2000
Head: Peter Wells
Required from April 1987 or asap. Teacher of Craft, Design & Technology, Scale 1. Design Technology and Graphical Communication are taught to A-Level, as well as the three domains of CDT to GCSE, and some CPVE work.

GEORGE GREEN'S (SM)
80 Manchester Road, Isle of Dogs, E14 9DW
Tel: 01-987 6032
Roll: 500
Head: James Craig
Required from April 1987, or earlier if possible, a teacher of Design and Technology. The post is Scale 1 and would be suitable as a first appointment.

HOLLAND PARK (SM)
Airlie Gardens, Campden Hill Road, W8 7AF
Tel: 01-727 5631
Roll: 1500
Head: Ms. M. A. Pringle
Required from April 1987 or asap. Scale 1 teacher of Design and Technology. The Faculty is committed to the implementation of anti-racist and anti-sexist strategies. JS.

LILIAN BAYLIS (SM)
Lollard Street, SE11 6PY
Tel: 01-735 3105
Roll: 560
Head: Mrs E. B. Hardy
Required asap. Craft Design Technology teacher of 3 Dimensional Art teacher for 1 year. An Acting Scale 3 may be available.

ST. EDMUND'S RC (SM)
St. Dunstan's Road W6 8RB
Tel: 01-748 1000
Roll: 600
Head: J R Dyson
Required asap. Teacher of Craft, Design and Technology, Scale 2, with responsibility for Woodwork. Apply by letter to the head with c.v. by 26.1.87.

STEPNEY GREEN (SB)
Ben Jonson Road, E1 4SD
Tel: 01-790 6361
Roll: 1049
Head: D. J. Bennett
Required from April. 1987. Upper School Technology Co-ordinator. Scale 3 with a wide knowledge of current trends in technical education. JS.

WALWORTH (SM)
Shorncliffe Road, SE1
Tel. 01-703 3431
Roll: 1074
Head: Brinley Morgan
Required from April 1987. 2 i/c department. Scale 3. The department teaches CDT across the school and offers Graphical Communication in Years 4 and 5.

### ENGLISH

ABBEY WOOD (SM)
Eynsham Drive, Abbey Wood, SE2 9AJ
Tel: 01-310 9175
Roll: 800
Head: Ms C. Whatford
Required from April 1987, Scale 2 teacher of English to take responsibility for co-ordinating the 1st Year Humanities course which includes English, History, Geography and R.E. *Re-advertisement.*

SIR JOHN CASS'S FOUNDATION & RED COAT (SM)
Stepney Way, E1 0RH
Tel: 01-790 6712
Roll: 830
Head: Miss. J. M. Hayes
Required asap. English Teacher, Scale 1, who is also able to teach General Subjects. *Re-advertisement.*

### HOME ECONOMICS

GRAVENEY (SM)
Welham Road, Tooting SW17 9BU
Tel: 01-767 4531
Roll: 1900
Head: Mr J. A. Phillips
Required asap. Teacher of Home Economics/Child Development, in the first instance until July 1987.

### MATHEMATICS

ABBEY WOOD (SM)
Eynsham Drive, Abbey Wood, SE2 9AJ
Tel: 01-310 9175
Roll: 800
Head: Ms C. Whatford
Required from April. 1987. Head of Maths, Scale 4. The department uses the SMP course Years 1-5.

ELTHAM HILL (SG)
Eltham Hill, SE9 5EE
Tel: 01-859 2843
Roll: 907
Head: Mrs B. Sullivan
Required from April or September 1987. Deputy Head of Mathematics Scale 3 courses are SMP 11-16 and CPVE. An interest in computing an advantage. Enclose sae
Required asap. Teacher of Mathematics Scale 1. Courses to SMP 11-16 and CPVE. Enclose sae.

ST. THOMAS MORE R.C. (SM)
Footscray Road, Eltham, SE9 2SU
Tel: 01-850 6700
Roll: 540
Head: Miss M. Driscoll
Required from 27.4.87. Mathematics Teacher Scale 1, to teach through the age and ability range in department with an interest for investigatory/problem solving methods.

STEPNEY GREEN (SB)
Ben Jonson Road. E1 4SD
Tel: 01-790 6361
Roll: 1049
Head: D. J. Bennett
Required from April. 1987. Mathematics — 2nd in Department Scale 3. To develop and co-ordinate the SMP programme. An ability to teach to 'A' level is essential, together with an awareness of current trends in Mathematics education. JS.

### MODERN LANGUAGES

GEOFFREY CHAUCER (SM)
Harper Road. SE1 6AG
Tel. 01-407 6877
Roll. 700
Head: Mr. M. F. B Read
Required from April 1987. Scale 3 Head of Modern Languages. French is taught throughout the school. German is introduced for some pupils, in year 3 and is offered in the upper school. *J.S. Re-advertisement.*

### MUSIC

ELTHAM HILL (SG)
Eltham Hill, SE9 5EE
Tel: 01-859 2843
Roll: 907
Head: Mrs B. Sullivan
Required from April or September 1987. Head of Music, Scale 3. Composition and electronics play a major part in the work done by all girls in years 1-3. GCSE course in year 4 ICSE and O level in year 5. Enclose sae.

HIGHBURY GROVE (SB)
Highbury New Park, N5 2EQ
Tel: 01-226 7993
Roll: 1329
Head: L. J. Norcross
Required from April 1987, Head of Music, Scale 4 GCSE teaching is now in progress and the Head of Department will be required to work with the other music staff to develop this line of activity and support the practically biased syllabus.

### SCIENCE

ARCHBISHOP MICHAEL RAMSEY (SM)
Farmers Road, Camberwell, SE5 0UB
Tel: 01-701 4166
Roll: 981
Head: Mrs S. Hase
Required asap Scale 2 i/c of Upper School Integrated Science. Physical scientist essential to complete team.

ARCHBISHOP MICHAEL RAMSEY (SM)
Farmers Road, Camberwell, SE5 0UB
Tel: 01-701 4166
Roll: 981
Head: Mrs S. Hase
Required asap Scale 1 Physical Scientist to complete team of 8 specialist science staff.

BISHOP CHALLONER R.C. (SG)
Lukin Street, Commercial Road, E1 0AB
Tel: 01-790 3634
Roll: 803
Required from April 1987. Head of Science, Scale 4. Applications welcomed from experienced graduates in any Science.

GEORGE GREEN'S (SM)
80 Manchester Road, Isle of Dogs, E14 9DW
Tel: 01-987 6032
Roll: 500
Head: James Craig
Required from April 1987, Scale 3 Deputy head of Science. The department is firmly committed to Insight to Science and is developing G.C.S.E. units and credits. Teacher can be qualified in either Chemistry or Physics.
Required from April 1987. Scale 1 teacher of Science who can also offer SMILE mathematics for the equivalent of 1 day a week.

ISLINGTON GREEN (SM)
Prebend Street, Islington N1 8PQ
Tel: 01-226 8611
Roll: 890
Head: Gwenllian Evans
Required asap. Head of Science Scale 4. The department teaches Integrated Science in years 1-3 and is working on integrated courses for years 4 and 5. All pupils study science throughout years 1-5.

JOHN ARCHER (SB)
Trinity Road, Wandsworth Common SW18 3SS
Tel: 01-870 3213
Head: Mr. A. R. H. Dix
Required asap Scale 1 teacher of Physics to teach years 3-5 to GCSE level and make a contribution to teaching modular science to GCSE level.

SALESIAN COLLEGE R.C. (SB)
Surrey Lane, Battersea SW11 3PB
Tel: 01-228 2857
Roll: 600
Head: Rev. Fr. M. Blackburn
Required asap. Teacher of Physics up to 'O' Level until Easter 1987 only.
Required asap. Teacher of Biology & General Science for two terms. Applications to Head with CV and names and addresses of two referees.

SIR JOHN CASS'S FOUNDATION & RED COAT (SM)
Stepney Way, E1 0RH
Tel: 01-790 6712
Roll: 830
Head: Miss. J. M. Hayes
Required asap. Science teacher Scale 1, with an interest in teaching Integrated Science to GCSE level, also able to teach Physics to GCSE. *Re-advertisement.*

STEPNEY GREEN (SB)
Ben Jonson Road, E1 4SD
Tel: 01-790 6361
Roll: 1049
Head: Mr. D. J. Bennett
Required from April, 1987. Lower School Science Co-ordinator. Scale 2, with knowledge of current trends in Science education with experience of an integrated science course. JS.
Required asap. Scale 1 Teacher of Science.

TULSE HILL (SB)
Upper Tulse Hill, SW2 2RH
Tel: 01-674 4661
Roll: 750
Head: K. V. Noble
Required asap. Scale 1 Science Teacher to teach Nuffield Chemistry at O/GCSE and A-level, as well as assisting with some Biology or Integrated Science teaching.

Woolwich Polytechnic (SB)
Sandy Hill Road, Plumstead SE18
Tel: 01-854 1114
Roll: 897
Head: Mr V. Bowen-West
Required asap. Physics Teacher, Scale 1. The post offers a range of classes and could be suitable for a newly qualified teacher.

### SPECIAL NEEDS

SIR JOHN CASS'S FOUNDATION & RED COAT (SM)
Stepney Way, E1 0RH
Tel: 01-790 6712
Roll: 830
Head: J. M. Hayes
Required asap. Special Needs teacher Scale 1. Ability to teach some English an advantage. The department operates both withdrawal and in class support. *Re-advertisement.*

### OTHER

CATFORD (SB)
Stainton Road, Catford, SE6 1AB
Tel: 01-698 7394
Roll: 535
Head: T. J. Bolas
Required from April 1987, Head of Year. Scale 4 to take responsibility for a year group and their tutor team following a well established comprehensive PSHE programme. *NJS.*

DANEFORD (SB)
Gosset Street, E2 6NW
Tel: 01-729 3535
Roll: 600
Head: W. K. Williams
Head of Year, Scale 3, (2 posts) with qualities of leadership and managerial skills and commitment to leadership and managerial skills. *Re-advertisement.*

INTERMEDIATE TREATMENT CENTRE
Blake's Road. SE15
Required asap. Teacher Scale 2. The Centre provides assessment and educational programmes for young people and the successful applicant will be involved in the day care assessment and pre-placement holding of young people requiring an alternative to care and/or family custody.
Application forms and job description from Divisional Office 8, (ref MAN/AJ, Tel: 703 0855 Ext 262), 2 Camden Square, London SE15 5LE. Contact Sue Allen on 701 7201 to visit.

DIVISION 7 (LEWISHAM) SECONDARY SUPPORT CENTRES — GOUDHURST CENTRE
Downham, BR1 4QQ.
Tel: 01-697 5163
Teacher, Scale 2 with mainstream experience required for centre which accommodates up to 24 disruptive pupils and has a structured daily routine, curriculum and organisation. Application forms and further details from ILEA, Divisional Office 7/JM, Capital House, 47 Rushey Green, SE6 4AT. Tel: 698 4633 ext 239.

## PRIMARY SCHOOLS

### HEADSHIPS

Applications are invited from suitably qualified and experienced teachers for the following headships: —
BONNEVILLE (I) SCHOOL
Bonneville Gardens (Abbeville Road), SW4 9LB.
Vacant 27 April 1987. Roll 118 plus 43 p/t nursery. Burnham group 3 plus Inner London allowance.
CAYLEY (JM&I) SCHOOL
Aston Street (Salmon Lane, Stepney), E14 7NG
Vacant 1 September 1987. Roll 279 plus 36 p/t nursery. Burnham group 3 plus Inner London allowance.
CONWAY (I) SCHOOL
Gallosson Road (Plumstead High Street), SE18 1QY.
Vacant now. Roll 143 plus 60 p/t nursery. Burnham group 4 plus Inner London allowance.
HEARNVILLE (JM&I) SCHOOL
Hearnville Road (Chestnut Grove, Balham), SW12.
Vacant 1 September 1987. Roll 96, Burnham group 3 plus Inner London allowance plus £201/276 social priority allowance.
JOHN BURNS (JM&I) SCHOOL
21 Wycliffe Road, SW11.
Vacant 27 April 1987. Roll 271 plus 31 f/t and 38 p/t nursery. Burnham group 5 plus Inner London allowance plus £201/276 social priority.
MAYFLOWER (JM&I) SCHOOL
Upper North Street (East India Dock Road), E14 6DU.
Vacant on a date to be arranged. Roll 205 plus 20 f/t and 10 p/t nursery. Burnham group 4 Inner London allowance plus £201/276 social priority allowance.
NEW (JM&I) SCHOOL
(Former Slade School premises)
Erindale, Plumstead Common Road, SE18
Headteacher required for this new primary school which is expected to open in January 1988. One form entry plus places for 25 full-time nursery pupils. Burnham group 4 plus Inner London allowance.
STEWART HEADLAM (JM&I) SCHOOL
Tapp Street, E1 5RE
Vacant now. Roll 199 plus 15 f/t and 30 p/t nursery. Burnham group 4 plus Inner London allowance plus £201/276 social priority allowance.
*Please send foolscap sae for application forms and further details of all the above posts to Education Officer, PER/PS4B, Room 262a, County Hall, London SE1 7PB. Closing date for the return of completed forms 30 January 1987.*
ST JOHN'S CE (JM&I) SCHOOL
Peel Grove, (Old Ford Road, Bethnal Green), E2 9LR.
Vacant now. Roll 167 plus 24 f/t nursery. Committed Christian preferred. Burnham Group 4 plus Inner London allowance.
Application forms and further details available from Rev. R. Vaughan, 14 Cyprus Street, E2 0NN (sae please) returnable by 30 January 1987.

### DEPUTY HEADSHIP

BOUTCHER C.E. (JM&I)
93 Grange Road, Bermondsey, SE1 3BW.
Tel: 01-237 2149
Roll: 224
Head: Jane Marwood
Required from September 1987 - Deputy Head to work with a team of enthusiastic and hard working teachers and responsive children, in a stimulating and caring environment. Should be in sympathy with the aims of a church school.

MERLIN (JM&I) (NC)
72 Ballamore Road, Downham, Bromley, Kent BR1 5LW.
Tel: 01-697 2804
Roll: 185
Required asap. Deputy Head (Group 4). to share in the management and curriculum development of the school and to extend his/her own interests and experiences.

ROTHERHITHE (JM)
Rotherhithe New Road, SE16 2PL
Tel: 01-237 2108
Roll: 168
Head: Janice Lloyd
Required from April 1987. Deputy Head with ability to work co-operatively with colleagues in an advisory and support capacity to develop and extend direct experience teaching methods

SHERBROOKE (JM&I) (NC)
Rosaline Road, Fulham SW6 7QN
Tel: 01-385 3974
Head: Lorna Venables
Required from Easter 1987. Deputy Head (Group 3) for multi-cultural school. A commitment to the Authority's equal opportunities policies and ability to promote agreed school policies and to contribute positively to curriculum development required. NJS. *Re-advertisement.*

SURREY SQUARE
Surrey Square SE17 2JY
Roll: 157
Head: Mr. C. Whitburn
Required asap. Deputy Head (Group 4).

### POST OF RESPONSIBILITY

BEATRIX POTTER (JM&I)
Magdalen Road, SW18
Tel: 01-874 1482
Roll: 290
Head: Valerie Martin
Required asap. Scale 2 Language/Literacy and Special Needs. The successful candidate would have skills which would enable him/her to liaise with all agencies to develop individual learning programmes.

COLVILLE (JM&I) (NC)
Lonsdale Road, W11
Tel: 01-229 6540
Roll: 220 + 50 N.C.
Head: Mrs. D. O'Connell
Required asap. Scale 2 Literacy teacher, to extend and implement work on a developmental approach to reading and writing, and to be responsible for a class of mixed top infants/first year juniors.

DULWICH HAMLET (JM)
Dulwich Village SE21 7AL
Tel: 01-693 5705
Roll: 390
Head: Elizabeth Doak
Required asap. Teacher, Scale 3, to take overall responsibility for the curriculum development and maintenance of existing high standards in performance area (Music, dance, drama).

ELFRIDA (JM)
Elfrida Crescent, Bellingham SE6 3EN
Tel: 01-698 3904
Roll: 193
Head: Margaret Buglione
Required asap. Scale 2 teacher for the development of mathematics throughout the school.

GLOUCESTER (I)
Daniel Gardens, Peckham, SE15
Tel: 01-703 4469
Roll: 273
Head: Mrs C. Razn
Required from April 1987. Scale 2 for P.E./Drama/Dance/Music. Teacher (with infant experience) with interest and expertise in at least two of these areas of the curriculum.

HALLFIELD (I)
Porchester Gardens, W2
Roll: 270 + 2 N.C.S.
Head: Judith Minton
Required from April 1987. Scale 2 teacher for language development with special reference to children for whom English is a second language.

HARRINGTON HILL (JM&I)
Mt. Pleasant Lane, E5
Tel: 01-806 7275
Roll: 180
Head: Ken Mines
Required asap. Scale 2 teacher for Science and Maths, to work from children's direct experience, and to develop a more problem solving approach.

HENWICK (I) (N)
Woodcomb Gardens, Eltham SE9 6NX
Tel: 01-856 8085
Roll: 101 plus 50 Nursery
Head: Mrs. P. J. Gatehouse
Required from April 1987, Class teacher, Scale 2 for curriculum development, with emphasis on language and literacy.

HOLY TRINITY (CE) (JM&I)
Sedding Street, Sloane Square SW1 9DF.
Roll: 145
Head: Mr. J. Riley
Required asap. Scale 2 teacher for Language Development at this multi-cultural school, with qualities of leadership and imagination. Practising Christian preferred.

LATCHMERE (I)
Burns Rd, SW11
Tel: 01-228 3926
Roll: 114 + 43 p/t nursery
Head: Dorothy Moore
Required from April 1987, Maths/Science, Scale 2. Experience across the Primary age range an advantage. *Re-advertisement.*

MARION RICHARDSON (JM&I)
Senrab Street, Stepney E1 0QF
Roll: 340 + 28 Nursery (15 ft + 10 pt)
Head: John Ridgley
Required asap. Nursery teacher, Scale 2, to take responsibility for Early Childhood Development and Nursery/Infant liaison. The children are introduced gradually to the nursery with parental support.

MULGRAVE (I)
Rectory Place, Woolwich SE18
Tel: 01-317 9211
Roll: 200
Head: Ann Wiseman
Required asap. Scale 2, Science/Environmental Studies. Teacher who offers, by example, good primary practice.
Required asap. Scale 2. Maths teacher who offers, by example, good primary practice.

OLGA (JM&I)
Lanfranc Road, Bow, E3 5DN
Tel: 01-981 7127
Roll: 196
Head: Mrs. D. Smith
Required asap. Scale 2 Mathematics, which is the main area of the School Development Plan and the post holder would work alongside teachers and a math's consultant.

OUR LADY OF GRACE RC (JM&I)
145 Charlton Road, SE7 7EZ
Tel. 01-858 2262
Roll: 250
Head: Mr. D. A. Scanlan
Required from April 1987. Teacher, Scale 2, for Mathematics and Science work throughout the school. Swimming qualifications would be an advantage.

PRIMROSE HILL (JM)
Princess Road, Regents Park, NW1
Tel: 01-722 8500
Roll 220
Head. Sylvia Mawson
Required asap Scale 2 teacher to be responsible for maths and computers across the curriculum.

RICHARD COBDEN (JM&I) (NC)
Camden Street, NW1
Tel: 01-387 5909
Roll: 200
Head: Patsy Chaplin
Required from April 1987. Primary Class Teacher to take responsibility for the development of environmental sciences, Scale 2.

ROEHAMPTON GATE (JM&I)
Danebury Ave, Roehampton SW15 4PD
Roll: 173 + Nursery 20 f/t, 40 p/t
Head: Mrs Wendy Steyn
Required asap Nursery teacher, Scale 2 for Off-Site Nursery Unit. Home/School liaison is a vital part of our work and the ability to develop a particular aspect of the curriculum, eg Music, Mathematics etc would be an advantage.

SHERBROOKE (JM&I) (NC)
Rosaline Road, Fulham, SW6 7QN
Tel: 01-385 3974
Head: Lorna Venables
Required from Easter 1987 an enthusiastic and well-organised class teacher, Scale 2 for mathematics.

ST. CHARLES RC (JM&I)(NC)
St. Charles Square, W10 6EB
Tel: 01-969 5566
Roll: 300+
Head: Michael Watson
Required asap. Scale 2 Art Craft and Display. Knowledge of CDT an advantage.

ST. FRANCIS RC (JM)
Friary Road, Peckham, SE15
Tel: 01-639 0187
Group 4
Head: Mr. W. J. McConnell
Required from April 1987. A committed Christian teacher in sympathy with the aims of a Catholic school. Scale 2 for Music and A.V.A.

ST. JOHN'S C.E (JM&I)
Pemberton Gardens, N19 5RR
Roll: 182 + 30 nursery
Head: Miss Maureen Tothill
Required asap. Scale 2 teacher for children with Special Educational Needs, to work with children throughout the primary age range. Should be in sympathy with the approach of a Church School.

ST. MARY MAGDALENE CE (JM&I)
Godman Rd, Consort Rd, Peckham. SE15
Tel: 01-639 1724
Roll: 218
Head: Mrs. P. E. Steadman
Required asap. Scale 2 class teacher (initially for top infants but experience of primary age group is important) to be responsible for Music & AVA. Must be able to play the piano.

ST. MARY'S CE (JM&I)
Kingsman Street, Woolwich, SE18 5PW
Tel: 01-854 3531
Head: Mrs. Evelyne Weatherley
Required from April 1987 — a multi-talented Scale 2 Teacher to join a school which is seeking to develop its curriculum in an exciting, innovative and imaginative way. Closing date 28 January 1987.

ST. PAUL'S C.E. (JM&I) (NC)
Penrose St, Walworth, SE17 3DT
Tel: 01-703 4896
Roll: 276 ft, 50 pt.
Head: D. M. Prescott
Required asap Teacher Scale 2 for 3rd year junior class, with responsibility for P.E. & Games throughout the school. Teacher sympathetic to the ethos of Church of England school.

THOMAS JONES (JM&I)
St. Mark's Road, W11
Tel: 01-727 1423
Roll: 196
Required asap. Scale 2 for Art & Display throughout the school.
Required asap. Scale 2 teacher for Maths. & Science throughout the school.

VIRGINIA (JM&I)
Virginia Road, Bethnal Green, E2 7NQ
Tel: 01-739 6195
Roll: 240
Head: Mrs D. M. Singer
Required asap. Scale 3 teacher for Resources and AVA in this multi-ethnic and vertically grouped school. To teach juniors. *Re-advertisement.*

WILBERFORCE (JM)
Kilburn Lane, W10 4LB
Roll: 167
Head: Mr. A. Dyer
Required asap. Teacher, Scale 2, for the development of Mathematics throughout the school. *Re-advertisement.*

WILBERFORCE (JM)
Kilburn Lane, W10 4LB
Tel: 01-969 3867
Roll: 167
Head: Mr. A. Dyer
Required asap. Teacher, Scale 2, for the development of Language and Literacy throughout this school, which has a high proportion of children from ethnic minorities. *Re-advertisement.*

WILLIAM TYNDALE (JM&I)
Sable Street, Islington N1 2AQ
Tel: 01-226 6803
Roll: 240
Head: Brenda Hart
Required asap. Scale 2 teacher for Maths. The school approaches children's learning by building on direct experience in an integrated way.

WOOLMORE (JM&I)
Bullivant Street, Poplar E14 0ER
Tel: 01-987 2778
Roll: 170 including f/t Nursery
Head: Mrs. Tina Edwards
Required asap. Scale 2 teacher for Language and Literacy. Throughout this multi-cultural school.

### OTHER

ADDISON (JM&I) (NC)
Addison Gardens, Hammersmith W14 0DT
Tel: 01-603 5333
Roll: 250
Head: Bob Verseyken
Required asap. 0.5 part time teacher for Special Needs. Funded by Section 11 Grant.

ALL SAINTS (JM&I)
47a Fulham High St., SW6 3JJ
Tel: 01-736 2800
Roll: Roll: 124
Head: Mr. M. J. Thomas
Required asap. Temporary terminal Teacher for infants reception class.

BENTWORTH (JM&I)
Bentworth Road, Off Westway, W12
Tel: 01-743 2527
Roll: 202 + 50 p/t Nursery
Head: M. R. Kirby
Required asap. For two terms, temporary terminal Teacher to cover 0.7 ESL, and 0.3 work funded by section 11.

CHILDERIC (JM&I) (NC)
Childeric Road, New Cross, SE14 6DG
Tel: 01-692 3453
Head: David Mitman
Required asap. Part-time (0.5) teacher for E2L, to work with both Junior and Infant children. INSET for general Class teachers who have no E2L experience will be made available. NJS.

CHRIST CHURCH (JM&I)
Blackwall Lane, Greenwich, SE10 0AP
Roll: 150
Head: Mrs. P.F. Bourne
Required asap. Scale 1 teacher. Experience with both junior and infant children an advantage.

CHRIST CHURCH (JM&I)
Redhill Street, NW1 4BD
Tel: 01-387 7881
Roll: 194
Head: Rev. David Mills
Required asap (0.6) to support creative work in a team-teaching or small group situation.

GAYHURST (I)
First Floor, Queensbridge Building, Albion Drive, E8
Tel: 01-254 5355
Roll: 127 (+ nursery 20 f.t. & 40 p.t.)
Required asap. Scale 1 Classroom teacher for class of 20 five and six year olds — temporary post for maternity leave cover.

HARRINGTON HILL (JM&I)
Mount Pleasant Lane, E5
Tel: 01-806 7275
Roll: 180
Head: Ken Mines
Required asap. (0.5) Part-time teacher to be funded by Section 11 2 other colleagues already engaged on this work.

HEATHMERE (I) (NC)
Alton Road, Roehampton, SW15 4LL
Tel: 01-788 9088
Roll: 150 + 30/30
Required asap. 1) Nursery Class teacher (full time classes) to work closely with colleagues to develop liason with parents
2) Infant Teacher (0.5) to work closely with teachers taking groups for language and maths. Some class teaching.

HOLY TRINITY (JM&I)
Sedding Street, SW1 X9DF
Roll: 145
Head. Mr. J. Riley
Required asap. 0.6 teacher, to help with special needs children and to relieve Head. Practising christian preferred.

JOHN RUSKIN (JM) (Language Unit)
John Ruskin St. SE5
Tel: 01-703 2587
Head: F. Comber
Two teachers. Scale 1 + S.S.A. To work with language impaired children in small groups. A good grasp of various approaches and experience in working with these children, or good primary experience.

MANORFIELD (JM&I)
Wyvis St. Poplar, E14 6QD
Tel: 01-987 1623
Roll: 215
Head: Mr. Kenneth Young
Required asap. 0.5 teacher (plus one later wanted), to work alongside teachers with infant classes.

MYATT GARDEN (JM&I)
Rokeby Road, Brockley SE4 1DF
Roll: 300
Head: M. W. Parsons
Required asap. Part-Time Teacher (0.6) with infant experience.

OUR LADY'S R.C. (JM&I) (NC)
Pratt Street, Camden, NW1
Tel: 01-485 7997
Roll: 185
Required asap. Part-time 0.6 special needs teacher to work with infants and juniors.
Required asap. Part-time 0.5 teacher. To work with upper juniors as part of a team. NJS.

PECKHAM PARK (JM)
Friary Road, SE15 5UW
Tel: 01-639 1394 or 639 6081
Roll: 280
Head: Dick Edwards
Required asap. Teacher for a class of first year Juniors, to cover Maternity Leave.

PRINCESS MAY (JM)
Barretts Grove, Stoke Newington, N16 8AJ
Roll: 183
Job share or work part-time with Ella Richmond the playwright. Her timetable currently covers responsibility for the Writing Area (employing the developmental approach) and Drama and Social Studies across the Juniors.

SHERBROOKE (JM&I) (NC)
Rosaline Road, Fulham SW6 7QN
Tel: 01-385 3974
Head: Lorna Venables
Required asap. 0.3 teacher to support an individual child with early reading and writing difficulties.

ST. JOHN'S C.E. (JM&I)
Pemberton Gardens N19 5RR
Roll: 210
Head: Maureen Tothill
Required asap. 1) 0.5 teacher to support work specially funded by section 11. Experienced adaptable teacher to do group work with E.S.L. children.
2) 0.2 Music Teacher able to teach the whole primary range.

ST. JOSEPH'S (JM&I)
Macklin Street, WC2B 5NA
Tel: 01-242 7712
Roll: 170
Required asap. For two terms (0.6) peripatetic teacher for Special Needs. R.C. preferred.

ST. MARY ABBOTS CE (JM&I)
2 Kensington Church Court, W8 4SP
Tel: 01-937 0740
Roll: 200
Head: Miss J. Staples
Required asap. Teacher, Scale 1, for a lower junior class. An interest in Science would be an advantage. NJS.
Required asap. Teacher (0.8) to work throughout the school with teaching of special needs.

SIR WILLIAM BURROUGH (JM&I)(NC)
Salmon Lane, Limehouse, E14 7PQ
Roll: 168
Head: Susy Powlesland
Required asap. Bengali/Sylheti speaking bilingual teacher initially to work with nursery and infant age children.

SUSAN LAWRENCE (I)
Cordelia Street, Poplar E14
Tel: 01-987 4589
Roll: 124
Head: Mrs. Elaine Brewood (Acting Head)
Required asap. 0.5 temporary teacher (for 1 year initially) to support infant children in becoming successful readers. Post could be 0.6 on temporary basis).

## NURSERY EDUCATION

### DEPUTY HEADSHIP

TACHBROOK (N)
Aylesford St, SW1
Tel: 01-821 0935
Roll: 18 f/t/44 pt
Head: Tess Robson
Required from April 1987, Deputy Head. Nursery trained teacher committed to development of child-centred curriculum required.

### POSTS OF RESPONSIBILITY

COLVILLE (JM&I) (NC)
Lonsdale Road, W11 2DF
Tel: 01-229 6540
Roll: 220 + 50 NC
Head: Mrs. D. O'Connell
Required asap. Scale 2 nursery teacher for the off-site nursery class for 25 full time children. Nursery forms part of Colville Nursery Centre, which provides extended day care and education for children from 2-5 years.

HOLMEWOOD (N)
66 Upper Tulse Hill, SW2 2RW
Tel: 01-674 2186
Roll: 50 ft — 30/20 pt
Head: Lesley Staggs
Required asap. Nursery class teacher, Scale 2, to co-ordinate and lead a team of five.

PLUMCROFT (JM&I) (NC)
Plum Lane, Plumstead, SE18
Tel: 01-854 1308
Roll: 551 includes 50 p/t nursery
Head: Miss B. G. Oppleston
Required from April 1987. Scale 2 Teacher for Nursery Class.

ROTHERHITHE (I)
Rotherhithe New Rd, SE16
Tel: 01-237 1586
Roll: Infants: 150, Nursery: 98
Head: Norma Moses
Required asap. Nursery Teacher Scale 2 for the off-site nursery class with responsibility for liaison with main school and with parents.

NURSERY LIAISON TEACHER
Scale 2 (Post 2/87).
Required from April 1987 or asap. teacher to work alongside nursery teachers in all nursery schools in Greenwich. Experience of nursery education is essential and experience of multi-ethnic education desirable. Based at Maridale Primary School, Woolwich Road, SE10 9NY.
Application forms and further details available from PER/PS3(c), Room 70, The County Hall, SE1 7PB.

### OTHER

COLVILLE (JM&I) (NC)
Lonsdale Road, W11
Tel: 01-229 6540
Roll: 220 + 50 NC
Head: Mrs. D. O'Connell
Required asap. 0.5 nursery teacher, should have an interest in the development of language activities and children with special needs.



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NORTH ISLINGTON (N)
110-112 Tollington Park, N4
Roll: 60
Required asap. Nursery teacher Scale 1. The school offers an extended day and is open for 48 weeks a year. Teachers participate in a shift system of working. Holidays can be taken throughout the year. This is an innovative venture which enables children who need extended provision to benefit from nursery education.

OSMANI (JM&I)
Vallance Road, E1 5AD
Group 4
Head. Anna Walmsley
Required asap. Nursery teacher to take responsibility for the development of early childhood education. Will also entail the setting up of a second nursery on a team-teaching basis.

VANESSA (N)
Cathnor Road, Shepherds Bush, W12
Tel: 01-743 8196
Roll: 65
Head: Mrs. Evelyn Moss
Required asap. Nursery Teacher (0.5).

## SPECIAL EDUCATION

### HEADSHIPS

Applications are invited from suitably qualified and experienced teachers for the following headships: —
GROVE HOUSE SCHOOL FOR THE HEARING IMPAIRED
Elmcourt Road, SE27 9BZ
Vacant now. Roll 37. Burnham group 4(S) plus Inner London allowance. Applicants must hold a recognised qualification for teachers of the deaf.
ROYAL FREE HOSPITAL SCHOOL
Pond Street, NW3.
Vacant 27 April 1987. Roll 50. Burnham Group 4(S) plus Inner London allowance. Experience of teaching in a hospital setting an asset and ability to work with other disciplines is essential.
TEMPLARS SB (MLD) SCHOOL
Tollet Street (Globe Road), E1 4EE.
Vacant now. Roll 83. Burnham group 5(S) plus Inner London allowance.
NB: The Burnham groups of special schools are subject to review annually with effect from 1 September.
Please send foolscap sae for application form and further details of all posts to Education Officer, PER/PS4B, Room 262a, County Hall, London SE1 7PD. Closing date for the return of completed forms 6 February 1987.

### DAY SCHOOL

ALEXANDRA PRIORY (M) (SLD)
Ainsworth Way, Boundary Rd. NW8
Roll: 62
Head. Miss E.A. Holt
Required asap. Scale 2(S) classteacher with responsibility for the development of the language and literacy curriculum throughout the school.
Required asap. Scale 2(S) classteacher with responsibility for development of the 16-19 curriculum, and monitoring of home activities programmes throughout the school.

ASPEN HOUSE (Del)
Kennington Park Gardens, SE11 4AN
Tel: 01-582 5675
Roll: 117
Head: Robert Stoneley
1) Required asap. Scale 2(S) teacher for Craft, Design and Technology, responsible for media resources and with an active interest in computer assisted learning/studies
2) Required from April 1987 Scale 2(S) teacher for Home Economics being part of the team covering Lifeskills and Health Education.
3) Required from April 1987 two Scale 1(S) teachers in the junior department for a class of 7-9 year olds and one of 9-11 year olds.

BATTERSEA PARK (WAYFORD CENTRE EBD)
Dagnall Street, SW11 5AP
Tel: 01-622 0026
Roll: 30
Head: Mr. W. Deakin
1) Required asap. Scale 3(S) Second-in-Charge. The Wayford Centre has links with Battersea Park School in the area of integration, curriculum and resources. Applications are invited from teachers who have experience in Special or Secondary schools. *Re-advertisement.*
Required asap. Scale 2(S) Teacher. The Wayford Centre has links with Battersea Park School in the area of integration, curriculum and resources. Teacher will take responsibility for the Mathematics curriculum and under-take a general teaching commitment.

BEORMUND (EBD)
Crosby Row, SE1 3PS
Tel: 01-407 9484 and 407 9283
Roll: 50
Head: Mr. D. Hendrick
1) Required asap. Scale 2(S). Experienced teacher with good teaching skills and organising ability. *Re-advertisement.*
2) Required asap. Scale 1 + SSA as classroom teacher with a thoughtful and enthusiastic approach to teaching children with Emotional and Behavioural Difficulties. *Re-advertisement.*

CHARLTON PARK (MD)
Charlton Park Road, SE7 8HX
Tel: 01-854 6259
Roll: 114 all aged
Head: S. O. F. Ngakane
Required from January 1987. Class teacher scale 2(S), for Home Economics in the school. The subject is taught in a well-equipped modern room to all boys and girls in the Secondary and Middle school. *Re-advertisement.*

JOHN AIRD (Visually Impaired)
Cobbold Road, W12 9LB
Tel: 01-743 1472
Roll: 82 all aged, mixed
Head: Brenda A. Bouldstridge
1) Required asap. Scale 2(S) to be in charge of organising and teaching Home Economics to small groups and be responsible for taking Child Development. Experience with the visually impaired desirable.
2) Required asap. Head of English Scale 2(S). Will also be in charge of the library. Experience with the visually impaired desirable.

MAUDSLEY/BETHLEM HOSPITAL SCHOOL
Hilda Lewis House, 579 Wickham Road, Shirley, Croydon, CR0 8DR
Tel: 01-777 8303 or 01-777 1897
Roll: 64
Head: Margaret Bell
Required asap. Scale 1 + SSA teacher to team teach children with severe developmental delay and learning difficulties. The school is open 52 weeks a year so holidays are staggered.

MAUDSLEY/BETHLEM HOSPITAL SCHOOL
Children's Department, Denmark Hill, SE5 8AZ
Tel: 01-703 6333 Ex. 200 or 59
Roll: 64
Head: Margaret Bell
Required asap. Scale 1 + SSA teacher to team teach in a class of infants/lower juniors who have special educational needs in relation to diverse emotional, behavioural difficulties; many of the children have also failed to learn. The school is open throughout the year so holidays are staggered.

NINE ACRES (SLD)
Robert Street, Plumstead, SE18
Tel: 01-317 7699
Required asap. Teacher, Scale 1 + SSA. Probationary teachers will be considered.

QUEENSMILL (PM)
Lysia Street, SW6
Tel: 01-385 7276
Roll: 42
Head: Mrs. L. J. Cole
Required asap. Teacher Scale 1 + SSA for a small group of children with communication and behavioural problems. Primary training, an interest in art and music would be an advantage. *Re-advertisement.*

WEDGWOOD (MLD)
Wood Street, West Kensington, W14 9LY
Tel: 01-385 3908
Roll: 70 all aged — mixed
Head: Mr. R. F. Robinson
Required asap. Teacher Scale 2(S) to take charge of Maths and Science throughout the school. A sound knowledge of Primary Maths and Science required. Experience of Special Education an advantage.

### BOARDING SCHOOLS

BEECHCROFT (EBD)
Beechcroft Road, Tooting, SW17
Tel: 01-874 9096
Roll: 50 (boys) 14yrs +
Head: R. J. Hughes
Required from April 1987. Scale 2(S) + ADA £2,949pa. (15 hours per week). P.E with Computer Studies/Maths. Responsibility for individual numeracy programmes throughout the school. Accommodation at the prescribed rates is available.

BREDINGHURST (B) (EBD)
Stuart Road, Peckham Rye, SE15 3AZ
Tel: 01-639 2541
Roll: 45
Head: J. R. Burton
Required asap. Craft, Design & Technology Teacher Scale 2(S) who can combine this expertise with some classroom teaching. There is a fully equipped workshop, which caters for boys up to CSE standard. Additional duties averaging 15 hours per week in term time will be required for £2,949 p.a.. Accommodation maybe available at the standard charge.

BURROW HILL (B) (EBD)
St. Catherine's Road, Frimley, Camberley, Surrey GU16 5NL
Tel: 0252-835570
Roll: 65 (age 8-16yrs)
Head: J.L.P. Batten
Required asap. Temporary teacher (1 term) Scale 1 + SSA. To teach general subjects to small groups of 8-13 year old boys. Some involvement in team teaching of basic subjects. Experience with disturbed pupils an advantage. Additional week-end and evening duties available, not exceeding 15 hours per week, for which payment is made at £2949 p.a. Fringe London allowance.

COOMBE HALL (SB) (EBD)
Coombe Hill Road, East Grinstead
W. Sussex, RH19 4NA.
Roll: 36
Required asap. Teacher Scale 1 + SSA to work primarily with a group of younger pupils who require considerable input to develop basic literacy and numeracy skills. £2949 p.a. for an average of 15 hours per week additional duties during evenings and weekends. There is considerable scope for a teacher with primary school skills. Single accommodation available. No London allowance.

GREAT STONY (MLD)
Ongar, Essex, CM5 0AD
Tel: 0277 362027
Roll: 105 all aged, mixed
1) Required asap. Residential teacher. Scale 2(S) plus London Fringe Allowance, to teach Basic Subjects and to be responsible for music, to be a pianist and be willing to further develop the School Steel Band. Will be required to undertake an average of 15 hours additional duties per week for an additional payment of £2949 p.a. Accommodation is available at a standard charge.
2) Required asap. Teacher Scale 1 plus London Fringe Allowance to teach basic subjects to pupils who have junior age needs. Interest in organising a small school library would be an advantage. Candidates will be required to do an average of 15 hours extraneous duties for a payment of £2949. Accommodation is available.

OAK LODGE (S) (Hearing Impaired)
101, Nightingale Lane, SW12 8NA
Tel: 01-673 3453
Roll: 73
Head: Mr. P. L. Merrifield
Required asap. Scale 1 + SSA. Trained teacher of hearing-impaired (or teacher willing to train eventually).

### OTHER

INDIVIDUAL TUITION SERVICE
Hackney and Tower Hamlets
Required asap. Primary and Secondary trained teachers, Scale 1. Hourly paid, maximum 25 hours (including non-contact time). Application forms from and returnable to PER/PS5f Room 62 County Hall SE1 7PB. Please enclose self-addressed envelope and indicate on which area you wish to work at the top of your letter.

MIDDLE ROW TUTORIAL CLASS
Middle Row School, Kensal Road, W10
Tel: 01-969 5438
Required asap. Teacher Scale 3 (no SSA) to work with emotionally and behaviourally disturbed children in part-time attendance. Application forms available from and returnable to PER/PS5f, Room 62, County Hall, SE1 7PB. Please enclose SAE.

SEVERE LEARNING DIFFICULTIES & HEARING IMPAIRED SCHOOLS
Required asap. Teachers Scale 1 + SSA. Trained teachers and college leavers with appropriate qualifications considered. Application forms from and returnable to PER/PS5f Room 62 County Hall, SE1 7PB. Please enclose self-addressed envelope.

SCHOOL'S PSYCHOLOGICAL SERVICE
Required asap a peripatetic teacher Scale 2 (No SSA) to work in Division 7 (Lewisham) assessing and supporting children with specific learning difficulties in their own schools. (Both primary and secondary). Knowledge and experience of this field are essential. Further details from Alan Heath (Educational Psychologist) 692 5541/691 7131, or Monica Askey (Acting Senior SPS teacher) 639 0577/692 5004. JS Application forms available from and returnable to PER/PS5F Room 62, County Hall, SE1. Please enclose a SAE.

PERIPATETIC TEACHER OF VISUALLY IMPAIRED PUPILS
Required asap. Scale 3 (no SSA) a peripatetic teacher of the visually impaired to join a team working in Divisions 4 (Hackney) and 5 (Tower Hamlets). Application forms and job description available from and returnable to: PER/PS5F Room 62, County Hall, SE1 7PB.

UNATTACHED MUSIC TEACHERS
Required asap. Two posts Scale 3 (no SSA) (One North/one South of the river) to be placed on a termly basis in special schools teaching children with varying special needs including behavioural difficulties. Application forms from and returnable to: PER/PS5F Room 62, County Hall, SE1 7PB.

## OTHER APPOINTMENTS

AFRO CARIBBEAN EDUCATION RESOURCE PROJECT
MATERIALS DEVELOPMENT OFFICER
SCALE 3 BURNHAM EQUIVALENT POST
(Post Ref No 6/87)
Teacher required to develop multicultural and anti-racist learning materials for pupils in Junior and early years of Secondary Schools.
ACER is a community based project, there are some evening meetings; 35 hour week and six weeks holiday a year.
Application forms and further details may be obtained by writing to the Education Officer, PER/PS3(c), Room 70, County Hall, London SE1 7PB. The closing date for the receipt of completed application forms is 30 January 1987.

CO-ORDINATOR FOR JIIG-CAL
Scale 3 (Post 1/87)
Will help with training courses for teaching undertaking JIIG-CAL and undertake responsibility for liaison with ILECC staff in connection with the processing of computer material and supporting JIIG-CAL centres. An interest and experience of computing education an advantage. Application forms and further details are available from PER/PS3(c), Room 70, The County Hall, SE1 7PB.



## SECONDARY CRAFT DESIGN & TECHNOLOGY
continued

**BEXLEY**
LONDON BOROUGH
HOWBURY GRANGE TECHNICAL SCHOOL
Slade Green Road, Erith, Kent DA8 2HX
Tel: 0322 347831
A teacher of all round ability is required from 27th April 1987 in this well-resourced and up-to-date department, where a bias towards design and graphics would be an advantage. Scale 2 post.
GCSE examinations will be taken in Design and Realisation, Design and Communications and Technology. TVEI is being established in the school and is a further demonstration of the cross-curricular approach already being pursued in the department. The successful candidate will be in charge of the co-ordination for the TVEI courses.
There is plenty of scope in areas such as electronics, pneumatics, robotics, etc., with a purpose built Technology room and a Design Studio.
Further details available from Head Teacher.
Closing date for applications is 30th January 1987.
(36295) 132120

**BUCKINGHAMSHIRE**
Equal Opportunity Employer
BEACONSFIELD/CHILTERN AREA
BEACONSFIELD SECONDARY SCHOOL
Wattleton Road, Beaconsfield HP9 1RW
Tel: Beaconsfield 5450/4311
Acting Headmaster: Mr M.H. Stanyon, B.A.
Teacher of Craft Design and Technology (Scale 2) required as soon as possible. The present post includes the teaching of electronics and graphics in the Upper School and Technology lined with Science in the Lower School but teachers prepared to offer other craft skills will be considered.
Application forms and further details available from the Headteacher at the school.
(36525) 132120

**DUBAI**
THE RASHID SCHOOL FOR BOYS
Substantial Tax free salaries.
See Overseas.
(37585) 132120

**HARROW**
EDUCATION COMMITTEE
HATCH END HIGH SCHOOL
See main advertisement under Scale 2 posts. (36447) 132120

**HEREFORD AND WORCESTER**
COUNTY COUNCIL
HARRY CHESHIRE HIGH SCHOOL
Habberley Road, Kidderminster, Worcs. DY11 5PG
Scale 2 teacher of C.D.T. to join a developing department in newly equipped workshops.
Further details from the Headteacher.
(36509) 132120

**KENT**
COUNTY COUNCIL
EDUCATION DEPARTMENT
MID KENT AREA
THE MAPLESDEN NOAKES SCHOOL
Great Buckland, Maidstone, Kent ME16 0TJ
A mixed High School in Thames-side scheme
Teacher of CDT (Scale 2) required Easter 87, to teach CDT and Technical Graphics throughout school.
Apply by letter with CV to Head Teacher. SAE please.
(36818) 132120

**KNOWSLEY**
PERMANENT DETACHED TEACHERS
The Authority proposes to strengthen its team of PERMANENT DETACHED TEACHERS by making appointments at Scale 2 of experienced and well qualified CDT teachers. These are new positions available from 1 May 1987. Interested teachers should contact Mr. D.R. Withey, Senior Adviser CDT on 051-480 5111 for further information.
Application forms are available (s.a.e.) from the Borough Education Officer, Huyton Hey Road, Huyton, Merseyside L36 5YH. To be returned by 30 January 1987.
(37829) 132120

**LONDON W14**
THE CARDINAL VAUGHAN MEMORIAL SCHOOL
Addison Road, London W14
Tel: 01-603 8478
The Governors of this Voluntary Aided Catholic School for Boys, roll 584, 180 in the Sixth Form. (Girls admitted only in the Sixth Form), require for APRIL 1987 OR AS SOON AS POSSIBLE THEREAFTER: TEACHER OF CRAFT, DESIGN & TECHNOLOGY (SCALE 2). The Governors are looking for an experience teacher to join and help expand a strong and well resourced department which at present provides courses in Craft, Design & Technology, Technology and Graphical Communication up to the Sixth Form.
This is an opportunity to join the staff of a very popular and successful school which, founded in 1914 as a Public School, changed from Grammar to Comprehensive in 1977.
Candidates are asked to write/telephone for application forms and to note that visits are welcomed. The closing date is 2nd February 1987. (36440) 132120

**OXFORDSHIRE**
COUNTY COUNCIL
LORD WILLIAMS' SCHOOL
Oxford Road, Thame, Oxon. OX9 2AQ
(11-19 mixed comprehensive; 1850 in three federal schools; 250 in Sixth Form)
Required for September 1987, a suitably qualified, experienced and enthusiastic teacher of CRAFT, DESIGN, TECHNOLOGY (Scale 3) to have responsibility for Technology throughout the school to A level, and to share in teaching of other work. The department is already well equipped for G.C.S.E. and there will be resources for further development. A very good opportunity for a person seeking to extend his/herself.
Please send stamped, addressed envelope for application forms an further details to The Principal at the school.
An Equal Opportunity Employer. (37775) 132120

**SURREY**
EDUCATION COMMITTEE
HINCHLEY WOOD SCHOOL
Claygate Lane, Hinchley Wood, Esher, Surrey
12-16 Mixed Comp. 730 on roll
Required April or September 1987, teacher of CRAFT, DESIGN AND TECHNOLOGY throughout the School. Scale 2 post available for suitably qualified and experienced teacher though applications are invited from newly qualified entrants.
Further details and application forms from the Headteacher. Tel: 01-398 7161. (36656) 132120

**SURREY**
EDUCATION COMMITTEE
EWELL HIGH SCHOOL
West Ewell
CDT TEACHER
See under 'Secondary, CDT. Scale 1 posts'.
(36658) 132120

**SUTTON**
See Independent Schools, other than by Subject, Heads of Department, Stowford College.
(37667) 132120

### Scale 1 Posts

**BROMLEY**
CHARLES DARWIN SCHOOL
Jail Lane, Biggin Hill, Kent TN16 3AU
Tel: 0959 74043
For April, 1987 a teacher of CRAFT, DESIGN AND TECHNOLOGY for this 6/7 form entry purpose built (11-18) comprehensive. This progressive CDT Department operates within a Design Studies Faculty and offers courses at all levels including Design A level.
Applications from those who could not start until September will also be considered. Outer London Allowance is payable.
Further details and application forms are available from and returnable to Mr. D.H. Bennett (Headmaster), by 5th February, 1987.
(36381) 132122

**BUCKINGHAMSHIRE**
Equal Opportunity Employer
Beaconsfield/Chiltern Area
CHESHAM HIGH SCHOOL
White Hill, Chesham
Headteacher: Mr. K.D. Stokes
Tel: Chesham 782554
Required as soon as possible teacher of Craft/Design/Technology for 1 term to cover secondment (Sc. 1/Sc. 2).
Application forms and further details available from the Headteacher at the school.
(36534) 132122

**CROYDON**
LONDON BOROUGH OF CROYDON
EDUCATION COMMITTEE
EDENHAM HIGH SCHOOL
Orchard Way, Shirley, Croydon CR0 7NJ
Tel: 01-776 0220
Required for September 1987 a teacher of CRAFT, DESIGN, AND TECHNOLOGY. Edenham is a mixed 11-16 Comprehensive surrounded by its own grounds and playing fields and having the most modern specialist accommodation. TVEI courses in Technology have been developed. The post is particularly suitable for somebody beginning their career. Candidates are sought who are prepared to strive for and maintain high standards of work, behaviour and appearance.
Application forms and further details are available from the Headmaster at the above address.
Salary: Scale 1.
Tenable: September 1987.
Closing date for applications: 2nd February 1987.
(36637) 132122

**EAST SUSSEX**
NEWLY QUALIFIED TEACHERS
See general advertisement on Page 58. (36571) 132122

**HARROW**
EDUCATION COMMITTEE
HATCH END HIGH SCHOOL
Headstone Lane, Harrow, Middlesex HA3 6NR
Tel: 01-428 4330
Required for September 1987, or April if possible, a teacher for Craft, Design and Technology Scale 1/2 plus London Allowance of £726. Candidates should have an interest in the full range of the subject and the new approaches required by design based activity.
The post would be suited to either a first appointment or a Scale 2 allowance would be available for a suitably qualified and experienced candidate.
Please apply to the Headteacher enclosing full curriculum vitae and giving the names, addresses and telephone numbers of two referees.
Please enclose stamped addressed envelope.
Harrow is an equal opportunities employer.
(36446) 132122

**HAVERING**
LONDON BOROUGH OF HAVERING
MARSHALLS PARK SCHOOL
Havering Drive, Romford RM1 4BD
Tel: Romford 24134
(Roll 1297 Mixed)
Headteacher: Mrs K.M. Phillips, B.A. (Hons.), M.Phil.
Required for April 1987, Scale 1 teacher of Craft, Design and Technology to join an enthusiastic department. The Lower School course incorporates technology with a design based approach. A full range of problem solving design courses are available in Years 4 and 5.
Letters of application enclosing full curriculum vitae and the names of two referees should be sent to the Headteacher by the 30th January, 1987. (37874) 132122

**HUMBERSIDE**
EDUCATION COMMITTEE
GRIMSBY DIVISION
MATTHEW HUMBERSTONE SCHOOL
Chatsworth Place, Cleethorpes DN35 9NF
Required as soon as possible. TEACHER TO WORK A TEMPORARY HALF TIMETABLE IN C.D.T. The teaching will be concentrated in the Lower School workshops with Years 1 and 2. It is multi-media to approach and the ability to team teach will be an advantage. An ability to teach some Technical Graphics will also be welcome.
Letters of application should be sent to the Headmaster at the School as quickly as possible. (36647) 132122

**LONDON NW5**
WILLIAM ELLIS SCHOOL
Highgate Road, London NW5 1RN
Tel: 01-267 9346
Headmaster: R.K. James, M.A.
11-18 Voluntary Aided Boys 4FE Comprehensive. 800 on roll
TEACHER OF CRAFT, DESIGN & TECHNOLOGY, Scale 1
Required for the Summer Term or as soon as possible thereafter, with particular interest in Technology. The Department is a successful and innovative one.
Applications by letter with full c.v. and the names and addresses of 2 referees to the Headmaster at the school.
(37773) 132122

**MERTON**
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
MERTON IS AN EQUAL OPPORTUNITIES EMPLOYER
All applications will be considered on their merits
GARTH HIGH SCHOOL
Lilleshall Road, Morden, Surrey SM4 6DU
Tel: 01-648 4904
Head Teacher: Mr. R.D. Stoker
Age Range: 13-18
No: on Roll: 690
Required as soon as possible, Temporary C.D.T. Teacher. Technology and knowledge of computers would be helpful but not essential.
CLOSING DATE: As soon as possible.
Application forms and further particulars telephone the Head Teacher on the above number. (36290) 132122

**SURREY**
EDUCATION COMMITTEE
HINCHLEY WOOD SCHOOL
Esher
C.D.T. TEACHER
See under Secondary, C.D.T. Scale 2 and above posts.
(36655) 132122

**SURREY**
EDUCATION COMMITTEE
EWELL HIGH SCHOOL
Ruxley Lane, West Ewell, Surrey
Tel: 01-393 0671
12-18 Mixed Comp. 830 on roll, incl. 110 6th Form
Required April, 1987 or sooner if possible Scale 1 teacher of CRAFT, DESIGN & TECHNOLOGY throughout the School. Scale 2 available until August, 1987 initially.
Please send C.V. and brief letter of application to the Headteacher. (36659) 132122

**WEST SUSSEX**
THOMAS BENNETT COMMUNITY COLLEGE
Ashdown Drive, Tilgate, Crawley, Sussex
Scale 1 Specialist Teacher of C.D.T.
Required April, 1987 for this large comprehensive school. The design approach is central to the work of this department which teaches boys and girls throughout the school.
A special interest in technology an advantage.
Details and application form from Headteacher, s.a.e. please.
Removal and resettlement expenses will be paid in appropriate cases.
(36548) 132122

## Economics & Business Studies

### Heads of Department

**BERKSHIRE**
RYEISH GREEN SCHOOL
Spencers Wood, Reading RG7 1ER
Semi-Rural 11-18
Comprehensive, Group 10
N.O.R.: 950
Required April 1987 Head of Business Studies, Scale 3. The Department is already well established and is playing an increasing role in curriculum development. The work of the department encompasses keyboard skills throughout the senior school. Commerce to G.C.S.E. level and Economics to A.S. and A Level. The post offers an excellent opportunity for a well qualified enthusiastic and experienced teacher to make a significant contribution to the school.
Hand written letters of application direct to the Headteacher at the school.
Closing date: 2nd February.
Berkshire has a scheme of reimbursement of lodging and removal expenses.
An Equal Opportunity Employer. (36283) 132218

**HOUNSLOW**
HOUNSLOW MANOR SCHOOL
Prince Regent Road, Hounslow, Middlesex TW3 1NE
Tel: 01-572 4461
COMPREHENSIVE M 1000
Head Teacher: Mr. J.W. Merrigan, B.Sc., A.R.C.S.
There is a vacancy at this school for a well qualified enthusiastic and ambitious teacher to become HEAD OF BUSINESS STUDIES. For the right person a Scale 3 is available. The successful applicant will work closely with other senior staff in developing effective information systems throughout the curriculum. In September, 1987 we become a pilot school for TVEI in Hounslow and there will be a crucial role for the new Head of Business Studies to play in this exciting scheme.
Please write for further information and application form to The Head Teacher's Secretary at the address above. The closing date is Friday, 30th January, 1987.
London Allowance: £726 p.a.
WE ARE AN EQUAL OPPORTUNITY EMPLOYER.
(36307) 132218

### Scale 2 Posts and above

**CROYDON**
OLD PALACE SCHOOL
(Independent Day School 750 girls)
Required for April or September 1987, well qualified Honours Graduate to teach Advanced Economics. The School has a thriving sixth form Economics Department. The post could be kept vacant until September for the right candidate. Salary Burnham Scale III.
Applications with the names and addresses of two referees should be sent to the Headmistress, Old Palace School, Old Palace Road, Croydon CR0 1AX.
(37532) 132220

**HEREFORD AND WORCESTER**
COUNTY COUNCIL
STOURPORT-ON-SEVERN HIGH SCHOOL
Minster Road, Stourport-on-Severn, Worcs. DY13 8AX
Scale 2 Economist required from April, 1987 at the commencement of the Summer Term.
An enthusiastic, well qualified and enterprising teacher is required to join the Humanities Department of this forward looking school. The successful candidate will teach G.C.S.E., Business Studies and Economics to large 'A' level groups.
Candidates are asked to state their other interests as a contribution to another area of the curriculum will be needed. The exact nature will depend on the interests and strengths of the person appointed.
Further details and application form from the Headmistress Tel: No. Stourport 3333.
(36510) 132220

## SECONDARY ECONOMICS & BUSINESS STUDIES
continued

### Scale 1 Posts

**HERTFORDSHIRE**
ST. GEORGE'S
Harpenden
Voluntary Aided Co-educational Day and Boarding 11-18 (150 in Sixth Form)
Assistant Teacher of Economics and Business Studies for September, 1987.
Mainly A Level work; a knowledge of Information Technology would be valuable. Interest in extra-curricular activities an asset.
Applications to the Rev. I.D. Ogilvie, M.A., Headmaster, St. George's School, Carlton Road, Harpenden AL5 4TD. (37840) 132232

**HOUNSLOW**
CHISWICK SCHOOL
Burlington Lane, Chiswick W4 3UN
Tel: 01-747 0031
Headteacher: Mr B.S. Burrell, B.Sc.
Required for January 1987 a Scale 1 teacher of Business Studies able to offer Typewriting, Office Studies and Information Technology.
Chiswick is a recently declared community school based in a pleasant part of the London Borough of Hounslow, with easy access to Central London and the M.3 and M.4 motorways. It is a mixed school of 1,000 pupils drawn from a wide multi-ethnic background and offers educational and recreational opportunities to the local community.
Letters of application to the Headmaster giving details of qualifications and names and addresses of two referees (s.a.e. foolscap please) within seven days.
London Allowance £726 per annum.
WE ARE AN EQUAL OPPORTUNITY EMPLOYER. (36311) 132324

**KENT**
COUNTY COUNCIL
EDUCATION DEPARTMENT
SIR JOSEPH WILLIAMSON'S MATHEMATICAL SCHOOL.
Maidstone Road, Rochester, Kent ME1 3EL
A grammar school of 715 boys (11-18 age group: 150 in Sixth Form) in modern premises on the outskirts of Rochester
Required in April or August 1987 a suitably qualified graduate to teach Economics to GCE 'O' and 'A' levels and to assist with another subject (preferably mathematics) with junior forms. Further details available on request from the school (SAE please).
All members of staff are expected to play a role in the pastoral care of pupils and a willingness to assist with school games will be an additional advantage.
Apply immediately to the Headmaster by letter with curriculum vitae, stating the names and addresses of two referees. Closing date 6th February. (36820) 132232

**OXFORDSHIRE**
COUNTY COUNCIL
BURFORD SCHOOL AND COMMUNITY COLLEGE
Cheltenham, Burford, Oxford OX8 4PL
(Roll 1133, Sixth 170)
Required for September, 1987, a teacher of Economics Scale 1 or 2), the subject is highly respected by students and sixth form groups are large following courses to O, A and S level.
Application forms available from the Headteacher (please enclose s.a.e.).
An Equal Opportunity Employer. (36352) 132222

## English

### Heads of Department

**DUBAI**
THE RASHID SCHOOL FOR BOYS
Substantial Tax free salaries. See Overseas.
(37578) 132418

**EAST SUSSEX**
VARNDEAN SIXTH FORM COLLEGE
Surrenden Road, Brighton BN1 6WQ
Sixth Form College, 16-19.
Roll: 380
From September 1987: Head of English (Scale 4) to be responsible for English, Drama and the development of courses in Communication and Media Studies.
Relocation grants in approved cases.
Further details and application forms available from the Principal. (36542) 132418

**ESSEX**
THE HARWICH SCHOOL
Hall Lane, Dovercourt, Harwich CO12 3TG
Tel. Harwich 506272
(Roll 1400 Group 12 11/18)
HEAD OF ENGLISH FACULTY, Scale 4
Required September, 1987, for well organised and successful Faculty offering courses to 'A' level. Good support in Music, Drama and Primary liaison.
Curriculum vitae and names of two referees to Headteacher (foolscap s.a.e. please).

THE KING EDMUND SCHOOL
Vaughan Close, Rochford
Tel: Southend-on-Sea 545771
(Roll 1210)
HEAD OF ENGLISH, Scale 4
Required for Easter, a well qualified and experienced teacher.
Curriculum vitae and names of two referees to Headteacher (foolscap s.a.e. please). (26598) 132418

**HERTFORDSHIRE**
JOHN F. KENNEDY SCHOOL (R.C.)
Hollybush Lane, Hemel Hempstead
5 f.e. 11-18 School. 830 on roll
Tel: 0442 52754
Required for Easter 1987: HEAD OF ENGLISH DEPARTMENT Scale 4 including Outer Fringe Weighting, to take responsibility for a successful and innovative Department.
Preference will be given to practising Roman Catholic applicants.
Application with C.V. and names of two referees to the Headmaster from whom further details may be obtained. (37841) 132418

**KENT**
COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH KENT AREA
THE SHEPPEY SCHOOL
HEAD OF ENGLISH FACULTY, SCALE 4
Required for Easter 1987 an experienced, well-qualified teacher to take charge of the English Faculty in this mixed 13-18 comprehensive school. Courses on offer include A and S level GCE, O level CSE, GCSE and Joint 16.
Letters of Application, together with curriculum vitae and names and addresses of two referees, to the Headmaster, The Sheppey School, Minster Road, Minster, Sheppey, Kent ME12 3JQ, by Friday, 30th January 1987. (36821) 132418

**LONDON W6**
SACRED HEART HIGH SCHOOL
212 Hammersmith Road, W6 7DG
Tel: 01-748 7600
(Girls R.C. Comprehensive)
Roll: 537
Headmistress: Sr. M. Russell
Required from Easter 1987 HEAD OF ENGLISH, Scale 4. An enthusiastic and experienced person is sought to lead the department, to initiate and to develop recent initiatives in a department which is open to change. Mixed ability Years 1-3, GCSE 100% coursework in English and English Literature taught to all 4th & 5th Years.
Please apply in writing with c.v. to the Headmistress. (36409) 132418

**SINGAPORE**
U.W.C.S.E.A.
HEAD OF ENGLISH
For further details see our display advert on Page XX. (37644) 132418

**SUFFOLK**
COUNTY COUNCIL
NORTHGATE HIGH SCHOOL
Sidegate Lane, Ipswich IP4 3DL
11-18 mixed comprehensive roll 1457
Required 28th April 1987 HEAD OF ENGLISH, Scale 4, an enthusiastic well qualified and experienced teacher is needed with good organising ability able to lead a team of colleagues by example and consultation. This successful department has well established courses in language and literature at C.S.E. and 'O' level, and in literature at 'A' level.
Application forms and details obtainable from the Head at the school, s.a.e. please. Closing date 30th January. (36678) 132418

### Scale 2 Posts and above

**BEXLEY**
LONDON BOROUGH
BEXLEY TECHNICAL HIGH SCHOOL FOR GIRLS
Townley Road, Bexleyheath, Kent DA6 7AB
Tel: 01-304 8311
Roll: 871
Required for September 1987, a teacher of English, Scale 2, to teach the subject throughout this girls' selective school to take responsibility for Drama.
Application forms from the Head Teacher (s.a.e. please), to whom they should be returned within two weeks of the date of this advertisement.

HOWBURY GRANGE TECHNICAL SCHOOL
Slade Green Road, Erith, Kent DA8 2HX
Tel: 0322 347831
Required from 27th April 1987 a teacher of English who will take charge of and develop the school library. Scale 2 post.
Further details available from Head Teacher.
Closing date for applications is 30th January 1987. (36296) 132420

**DUBAI**
THE RASHID SCHOOL FOR BOYS
Substantial Tax free salaries.
See Overseas.
(37583) 132420

**FRANCE**
BRITISH SECTION
LYCEE INTERNATIONAL
St. Germain en Laye
ENGLISH SCALE 3
See 'Overseas Posts'.
(37949) 132420

**FRANCE**
Teach English in France - See Overseas Section.
(36587) 132420

**BUCKINGHAMSHIRE**
MILTON KEYNES AREA
Equal Opportunity Employer
SIR FRANK MARKHAM SCHOOL
Woughton Campus, Chaffron Way, Milton Keynes MK6 5EH
(mixed comprehensive - approximately 1450 on roll)
Required from April 1987, a teacher to be in charge of Media Studies, Scale 3.
In the Faculty of Additional Studies a teacher is required to take responsibility for:
organisation of the school's centralised resources - AVA, Reprographics and Library.
development of GCSE Media Studies course:
development of 'Communication' course incorporating library and study skills in 3rd year.
This comprehensive school opened in 1979 in new buildings, is designed for 1440 pupils aged 12-16 and has purpose-built sixth form accommodation for up to 240 pupils. It has strong form teacher support for its pupils and developing community involvement.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Application forms and further details are available from the Headteacher, A.K. Harrison, B.A., on receipt of foolscap stamped addressed envelope.
Completed forms to be returned by 2 February 1987. (36520) 132420

**HERTFORDSHIRE**
Experienced teacher of English as a second language Scale 2 required for April 1987 to work in secondary schools in Stevenage.
Further details and application form from Divisional Education Office, The Grange, High Street, Stevenage SG1 3BD. Tel: Stevenage 313086.
Closing date 3rd February 1987. (37879) 132420

**HILLINGDON**
LONDON BOROUGH OF HILLINGDON
EVELYNS SCHOOL
Appletree Avenue, Yiewsley, West Drayton, Middx. UB7 8DA
Number on roll: 585, 73 in Sixth Form
Headteacher: K.E.R. Bryant, B.Sc.
Temporary English/Humanities appointment for January 1987
Required for January, 1987 (for one term only) a teacher of English (Scale 1/2) to teach the subject throughout the school.
At Evelyns, English is taught as part of an integrated Humanities, scheme in years 1 and 2 and throughout the school pupils are organised in mixed ability groups for their English lessons.
This post would be suitable for an experienced teacher as it will involve some examination work with a Fifth Year group. However, applications from newly qualified teachers will also be considered.
A Scale 2 is available for a suitably qualified/experienced candidate.
Please apply in the first instance by letter to the Head of the School stating the names and addresses of two referees.
Outer London Allowance Payable. (37846) 132420

**LEICESTERSHIRE**
COUNTY COUNCIL
An Equal Opportunity Employer
ROBERT SMYTH UPPER SCHOOL
Burnmill Road, Market Harborough, Leics. LE16 7JG
(14-18)
NOR 1202
ENGLISH SCALE 3
Required for April 1987, an experienced teacher to be second in the faculty. In addition to full course work assessed G.C.S.E. in English and Literature, the faculty is involved in such developments as modular media studies and C.P.V.E..
Please contact the Headteacher for further details and application forms (SAE). (36574) 132420

**REDBRIDGE**
LONDON BOROUGH OF REDBRIDGE
CHADWELL HEATH HIGH SCHOOL
Christie Gardens, Chadwell Heath, Romford, Essex RM6 4RS
Tel. 01-599 2600/6285
Head: Mrs. D. Watkins, B.Ed.
Required for April 1987: A suitably qualified teacher of English to work in a successful and lively department in this well-established 11-18 mixed comprehensive school.
The successful candidate will play a significant role in the administration and development of the department.
Scale 2 with Outer London Allowance.
Please apply by letter to the Headteacher at the School giving full details of qualifications and experience, and the name, addresses and telephone numbers of 2 professional referees.
Closing date: 30th January, 1987. (36665) 132420

**U.S.A.**
TEACH ON EXCHANGE - USA
See Overseas Appointments.
(36415) 132420

**WILTSHIRE**
ST. JOHN'S SCHOOL
Orchard Road, Marlborough, Wiltshire SN8 4AX
Mixed Comprehensive School, N.O.R. 1230, 160 in Sixth Form
Headmaster: Mr. John T. Price, M.A.
Required from September 1987: SECOND IN ENGLISH DEPARTMENT (SCALE 3).
Further details from the Headmaster at the above address (SAE please) to whom completed application forms should be sent.
CLOSING DATE: Friday 30th January, 1987. (37984) 132420

### Scale 1 Posts

**AVON COUNTY**
RE-ADVERTISEMENT
FILTON HIGH SCHOOL
New Road, Stoke Gifford, Bristol BS12 6QT
Please see Secondary Education under Religious Education - Scale 1. (36488) 132422

**BARKING AND DAGENHAM**
LONDON BOROUGH OF BARKING AND DAGENHAM
BARKING ABBEY COMPREHENSIVE SCHOOL
Sandringham Road, Barking, Essex
Tel: 01-594 4544
(Roll 1411)
Required from 1st January 1987:
Temporary teacher of English to cover for maternity leave, Scale 1 plus £1110 per annum Inner London Allowance.
Letters of application are to be addressed to the Headteacher giving full c.v. and the names and addresses of two referees one of whom should be your present or immediate past employer.
An equal opportunity employer. (36610) 132422

**BERKSHIRE**
RYEISH GREEN SCHOOL
Spencers Wood, Reading RG7 1ER
Semi Rural 11-18
Comprehensive, Group 10
N.O.R.: 950
Required April, 1987 or as soon as possible thereafter a teacher of English and Drama, Scale 1, to join a successful department.
Hand written letters of application direct to the Headteacher at the school.
Closing date: 2nd February.
Berkshire has a scheme of reimbursement of lodging and removal expenses.
An Equal Opportunity Employer. (36281) 132422

**BEXLEY**
LONDON BOROUGH
BEXLEY-ERITH TECHNICAL HIGH SCHOOL FOR BOYS
Hartford Road, Bexley, DA5 1NE
Tel: 0322 56838
Required as soon as ... a teacher of English ... F.E. Selective School ... boys are expected ... 'O' level standard ... guage and Literature ... person appointed will be expected to contribute ... full range of ... Years 1 to 5. A ... appointment, full or ... can be considered.
Applications should be made by letter, as soon as possible, to the Head ... giving a full account ... ifications and experience ... the names of two ... (36297)

**ESSEX**
ILFORD URSULINE HIGH SCHOOL
Morland Road, Ilford, ... IG1 4QS
Tel: 01-554 1995
Head: Miss P. Dixon, ... Hons.
Required from September 1987 a suitably ... teacher of English ... to join the English department of this Independent ... school owned by the ... Nuns of the Roman ... (400 on roll).
The position involves teaching of English ... levels of the school ... A Level) and needs ... siastic teacher who ... develop Drama within ... partment. A Scale 1 ... available for a suitable ... date. Outer London ... wance payable.
Further details and application form available from ... school. Closing date ... February. (36704)

**HARROW**
EDUCATION COMMITTEE
HATCH END HIGH SCHOOL
Headstone Lane, Harrow, Middlesex HA3 ...
Tel: 01-428 4330
Required for ... March, temporary Scale 2 teacher of English ... vacancy arises to cover period of maternity leave. A Scale 2 allowance ... be available to a ... experienced applicant.
The school is a ... educational comprehensive for pupils 12-16.
Please apply immediately to the Headmaster ... full Curriculum Vitae giving the names, addresses and telephone numbers of two referees.
Outer London Allowance Payable.
Please enclose ... addressed envelope.
Harrow is an ... opportunities employer. (36360)

**KENT**
COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH KENT AREA
THE SHEPPEY SCHOOL
FACULTY OF ENGLISH
Required for January ... temporary (one term ...) teacher Scale 1 for English ... this 13-18 Comprehensive School.
Letters of Application together with c.v. and ... and addresses of two referees to The Headmaster, ... pey School, Minster ... Minster in Sheppey, ... ME12 3JQ, as soon as possible. (36822)

**LEICESTERSHIRE**
COUNTY COUNCIL
An Equal Opportunity Employer
BABINGTON COMMUNITY COLLEGE
Strasbourg Drive, Beaumont Leys, Leicester LE4 0SZ
ENGLISH/DRAMA
Please see under Secondary scale 1 Drama. (37800)

**LINCOLNSHIRE**
STAMFORD HIGH SCHOOL
G.S.A. Day and Boarding
990 Pupils 4-18
Required for September ... good honours English ... to teach throughout the ... up to and including ... entry. A vacancy has arisen as a result of the promotion of a member of the department ... there is the opportunity ... ambitious young graduate ... join a successful team ... post but there is the possibility of additional remuneration ... a suitably qualified and experienced applicant.
Applications with curriculum vitae and the names and addresses of two referees ... soon as possible to: The ... mistress, St. Martin's, ... School, Lincolnshire ... ford. (36458)

**LONDON NW5**
CAMDEN SCHOOL FOR GIRLS
Sandall Road, London NW5 2DB
Required for Summer ... 1987 in this Voluntary ... Comprehensive School, ... teacher of English ... throughout the school ... ing 'A' level.
Apply in writing to the ... teacher at the school ... with a full c.v. and the ... and addresses of two ... (36348)

**DONCASTER**
**The McAuley School**
R.C. Voluntary Aided (11-18)
Cantley Lane, Doncaster, DN3 3QF
No. on roll 1230
Required for Easter, 1987 HEAD OF ENGLISH, Scale 4
Applications are invited from well-qualified, experienced Graduates for this important post in this large split-site school. Committed and practising Roman Catholics preferred.
**Application forms and further details are available from the Headmaster's Secretary at the school and completed forms should be returned to the Headmaster at the school address by 30th January, 1987.** (03106)

Applications are invited for posts as
**TEACHERS OF ENGLISH**
to commence as soon as possible.
Hillingdon Schools are served by very lively and enterprising Departments of English, all of which value initiative and active contribution to debate and practice from all their members. The Borough is the Headquarters of the West London Branch, National Association for the Teaching of English. The Borough is singularly well-placed both for London Theatres and other cultural opportunities, and for pleasant living beyond or in the commuter belt, or even 'nearer the smoke' if preferred.
Three posts are available;
1. Scale 1 or 2, permanent from Easter or sooner if possible, in a Borough school;
2. Scale 2 or 3 post in the Peripatetic Supply Team; immediately or as soon as possible;
3. Supply posts, full or part-time.
Apply by letter in the first instance, giving names of two referees, and curriculum vitae including details of present status, to Director of Education, London Borough of Hillingdon, Civic Centre, Uxbridge, Middlesex UB8 1UW.
London Borough of Hillingdon
Outer London Allowance Payable
Applications from disabled persons will be welcomed. (03175)

## SECONDARY ENGLISH
continued

**SURREY**
EDUCATION COMMITTEE
FARNHAM HEATH END SCHOOL
Hale Reeds, Farnham, Surrey GU9 9BN
(12-16 mixed comprehensive school with 900 on roll)
Required for April 1987.
ENTHUSIASTIC TEACHER OF ENGLISH AND DRAMA (Scale 1).
Further details and application form from the Headmaster, Tel: Farnham 716588. (46238) 132422

**V.S.O.**
Please see main Display advertisement under overseas appointments. (36719) 132422

**WALSALL**
METROPOLITAN BOROUGH COUNCIL
TEACHER OF ENGLISH
Scale 1
Required as soon as possible.
For further details and an application form please send S.A.E. to the Headteacher, Sneyd School, Vernon Way, off Sneyd Lane, Bloxwich, Walsall, West Midlands WS3 2PA.
Closing Date: 28th January. 1987.
Walsall is an Equal Opportunity Employer. (36539) 132422

**WARWICKSHIRE**
MYTON SCHOOL
Myton Road, Warwick CV34 6PJ
Assistant teacher of ENGLISH. Post available for the spring and summer terms 1987. Courses across the entire age and ability range up to 'O' and 'A' level, CSE and now GCSE. An opportunity to join a large and successful department.
Further details and application form available from the Head at the school, to whom completed forms should be returned as soon as possible.
Warwickshire is an equal opportunities employer. (36481) 132422

## Geography

### Heads of Department

**DUBAI**
THE RASHID SCHOOL FOR BOYS
Substantial Tax free salaries.
See Overseas.
(37581) 132618

**KENT**
COUNTY COUNCIL
EDUCATION DEPARTMENT
EAST KENT AREA
CLARENDON HOUSE GRAMMAR SCHOOL FOR GIRLS
Clarendon Gardens, Ramsgate
Roll 566
Applications are invited from well-qualified, experienced teachers for the post of Head of Geography (Scale 3 or 4) with affect from September 1987. A Scale 4 post would be available for a candidate who is prepared to co-ordinate the Duke of Edinburgh Award Scheme and the responsibility for expedition work.
Further details may be obtained from the Headmistress (s.a.e. please) to whom letters of application, with the names and addresses of two referees, should be forwarded by Monday, 2nd February. (36823) 132618

### Scale 2 Posts and above

**SURREY**
EDUCATION COMMITTEE
FARNHAM HEATH END SCHOOL
Hale Reeds, Farnham, Surrey GU9 9BN
(12-16 mixed comprehensive school with 900 on roll)
Required for April 1987.
ENTHUSIASTIC TEACHER OF GEOGRAPHY.
Willingness to organise and lead field work trips essential and interest in Duke of Edinburgh Award Scheme desirable. Scale 2 post available for suitable candidate.
Further details and application form from the Headmaster, Tel: Farnham 716588. (46239) 132620

### Scale 1 Posts

**BARNET**
LONDON BOROUGH
FINCHLEY CATHOLIC HIGH SCHOOL
Woodside Lane, London N12 8TA
Tel: 01-445 0105
V.A. Boys'. 11-18. Roll 800. Sixth Form 140
Required September 1987, or earlier if possible, well qualified graduates to teach Geography at all levels including 'A' level throughout the school. The ability to offer a subsidiary subject would be a distinct advantage. Preference will be given to practising Catholics. New entrants to the profession are encouraged to apply. Scale 1.
Removal expenses and separation allowances available.
Application form and further information obtainable on written application to the Headmaster.
Director of Educational Services. (37468) 132622

**BERKSHIRE**
RYEISH GREEN SCHOOL
Spencers Wood, Reading RG7 1ER
Semi-Rural 11-18
Comprehensive, Group 10
N.O.R.: 950
Required as soon as possible a specialist teacher of Geography Scale 1, with opportunity to teach throughout the school. The ability to offer History would be an advantage.
Hand written letters of application direct to the Headteacher at the school.
No closing date.
Berkshire has a scheme of reimbursement of lodging and removal expenses.
An Equal Opportunity Employer. (36282) 132622

**DUDLEY**
METROPOLITAN BOROUGH
Equal Opportunities Employer
THE BUCKPOOL SCHOOL
Brierley Hill Road, Wordsley, Stourbridge, West Mids. DY8 5SP
(12-16 co-ed. comp. Group 11)
For January, or as soon as possible thereafter for one term, TEACHER OF GEOGRAPHY (Scale 1) to teach across whole age and ability range.
Details/Application forms from and returnable to Headteacher by 28th January. (37966) 132622

**ENFIELD**
LONDON BOROUGH
HOLY FAMILY CONVENT SCHOOL
London Road, Enfield EN2 6LN
(R.C. School for Girls, Years 1-3). Roll 506
Required as soon as possible, teacher of GEOGRAPHY, Scale 1. Practising Catholic preferred, but practising Christians of other denominations would be considered.
London Allowance, £726.
Application forms (large SAE), obtainable from, and to be returned to, the Headteacher as soon as possible.
An equal opportunity employer. (37884) 132622

**LONDON N16**
OUR LADY'S CONVENT HIGH SCHOOL
6-16 Amhurst Park, London N16 5AF
Required at beginning of Summer Term 1987, or earlier for this 5 F.E., V.A., R.C., 560 girls non selective school, graduate scale 1 teacher of Geography. Courses to GCSE and 'A' level. Applicants must be in sympathy with the ethos of the school.
Applications in writing to the Headmistress at the school, quoting two referees. (36577) 132622

## History

### Heads of Department

**CUMBRIA**
WHITEHAVEN SCHOOL
Cleator Moor Road, Whitehaven CA28 8TY
(County Comprehensive, m 11-18, nor 1904)
HEAD OF HISTORY DEPARTMENT, Scale 3
Required for April or September 1987. Applicants must have successful teaching experience across the whole ability and age range including 'A' level work.
Application forms and further details from the Head (s.a.e. please) returnable by 30th January 1987. (36398) 132818

**NEWHAM**
LONDON BOROUGH OF NEWHAM
ST. BONAVENTURE'S RC VOLUNTARY AIDED BOYS' SCHOOL
Boleyn Road, Forest Gate E7 9QD
Tel: 01-472 3844/3875/2751
Headmaster: Mr M.N. Wilshaw, B.A.
11-18 fully comprehensive 660 on roll
HEAD OF HISTORY (Scale 3)
The governors of the school invite applications from well qualified and experienced teachers for the above post for Easter 1987.
St. Bonaventure's is a well established, popular and expanding school with a Sixth Form which operates in consortia with two neighbouring Catholic Secondary schools.
A person is required who is able to teach across the age and ability range, provide the Department with firm leadership and who can develop an integrated Humanities Programme where necessary.
Application, in the first instance, should be by letter and c.v. to the Headteacher from whom further details are available. A s.a.e. should also be enclosed.
Closing date 6th February 1987. (37781) 132818

**SUFFOLK**
FELIXSTOWE COLLEGE
Felixstowe IP11 7NQ
(Boarding, 340 girls aged 11 to 18)
Required for September 1987, experienced History graduate to lead successful department with regular Oxbridge entrants.
Further details from Headmistress's Secretary.
Full applications to be received by January 29th including c.v. and details of two referees. (37951) 132818

### Scale 2 Posts and above

**DEVON**
COUNTY COUNCIL
Please see display advertisement on Page 44.
(37857) 132820

**HEREFORD AND WORCESTER**
COUNTY COUNCIL
Applications from Historians would be welcome for the Scale 4/ST post advertised in the PASTORAL classification for South Bromsgrove High School. (36511) 132820

**ISLES OF SCILLY**
COUNCIL OF THE ISLES OF SCILLY
ISLES OF SCILLY SCHOOL
St. Mary's, Isles of Scilly TR21 0JY
Tel: (0720) 22929
Group 4, 1 form entry 11-16 Comprehensive)
TEACHER OF HISTORY AND GIRLS P.E. (re-advertisement)
Required April, 1987, or as soon as possible thereafter a teacher of History who can offer Girls P.E.
Applications are invited for the above full time post from suitably qualified and enthusiastic teachers. The successful candidate will teach History throughout the school to 'O' Level/C.S.E. and will be expected to take responsibility for Girls P.E. A Scale 2 post may be available for an experienced candidate.
Further information and application details may be obtained from the Headmaster to whom applications with full C.V. and names of two referees, should be sent by 28.1.87. (36469) 132820

**U.S.A.**
TEACH ON EXCHANGE - USA
See Overseas Appointments.
(36416) 132820

### Scale 1 Posts

**DUDLEY**
METROPOLITAN BOROUGH
Equal Opportunity Employer
THE KINGSWINFORD SCHOOL
Water Street, Kingswinford, West Mids. DY6 7AD
12-16 co. ed. comp. Group 9
Required March to August, 1987 temporary teacher of History to share in teaching the subject across the whole age and ability range. Timetable includes some social education in year 4-5.
Details/application forms from and returnable to the Headteacher by 30th January, 1987. (36421) 132822

**KINGSTON UPON THAMES**
ROYAL BOROUGH OF KINGSTON UPON THAMES
HOLLYFIELD SCHOOL
Surbiton Hill Road, Surbiton, Surrey KT6 4TU
Tel: 01-399 2637
No. on roll: 1,000 co-ed: 11-18 years
From 2nd March 1987 TEMPORARY to cover Maternity Leave initially until 31st May, 1987, a well-qualified teacher of HISTORY is required to teach throughout the School. Some examination work is included.
Scale 1 post. London Allowance £726.
Application forms are available from the Headteacher at the School to whom complete forms should be returned without delay.
An Equal Opportunities Employer. (36837) 132822

**Barking & Dagenham**
LONDON BOROUGH

**SECONDARY TEACHING VACANCIES**

The following vacancies are available from April 1987 or sooner if possible:

**BARKING ABBEY COMPREHENSIVE SCHOOL (Roll 1411)**
**Sandringham Road, Barking, Essex**
**Tel: 01-594 4544**
Suitably qualified teachers are required for Scale 1 vacancies in the following subject areas:
1. Music
2. Boys' Physical Education
3. English (temporary to cover for maternity leave)

**BISHOP WARD R. C. COMPREHENSIVE (BOYS) SCHOOL (Roll 551)**
**Becontree Heath, Essex RM8 1JT**
**Tel: 01-592 2464**
Assistant teacher of English/Special Needs. Scale 1. Temporary post for two terms.

**DAGENHAM PRIORY COMPREHENSIVE SCHOOL (Roll 673)**
**School Road, Dagenham, Essex**
**Tel: 01-592 0367**
(1) Suitably qualified teachers are required for Scale 1 vacancies in the following subject areas:
1. English
2. Science
3. Special Needs
4. Physical Education (Boys' and Girls')
5. Home Economics
(2) Required for April 1987:
Assistant teacher to join the SUPPORTIVE EDUCATION DEPARTMENT. Scale 3. The Remedial Department and other Special Needs areas have combined to promote a supportive education service across the whole curriculum. The person appointed will be able to teach children needing remedial help and also devise programmes for children with behavioural problems and severe learning difficulties.

**EASTBURY COMPREHENSIVE SCHOOL (roll 792)**
**Dawson Avenue, Barking, Essex**
**Tel: 01-594 2094**
Required as soon as possible:
Assistant Teacher of Science. Ability to teach Biology preferred but not essential. Temporary post to cover for maternity leave. Scale 1.

**EASTBROOK COMPREHENSIVE SCHOOL (Roll 966)**
**Rush Green, Essex Tel: 01-592 6313**
This is a T.V.E.I. school with excellent facilities. The school is an 11-18 mixed comprehensive, situated on the edge of the Green Belt. The following vacancies are now available:
(1) HEAD OF MATHEMATICS, Scale 4. We are looking for an experienced teacher of Mathematics to lead this important department with well established courses up to and including 'A' level. The successful candidate would be very keen to develop all aspects of the subject.
(2) Good Mathematics teacher, seeking involvement in examination courses to all levels. Interest in Computing an advantage. Scale 2.
(3) HEAD OF CRAFT, DESIGN & TECHNOLOGY, Scale 4. This appointment is likely to attract specialist teachers (possibly holding a second in department post in a successful department which offers Modular Technology to examination level) who now seek the responsibility and satisfaction of organising and running their own department. The successful candidate will have strengths that include an interest in Electronics and Micro Electronics, the ability to motivate and lead staff to initiate curriculum development.
Assistant teacher of General Subjects. Scale 1. (temporary).

**MAYESBROOK COMPREHENSIVE SCHOOL (Roll 1200)**
**Cannington Road, Dagenham, Essex**
**Tel: 01-592 1141**
(1) Assistant teacher of CDT. Scale 1.
(2) Required for April 1987:
Assistant teacher of Science to work in a well equipped and progressive department. Ability to teach Modular Science to examination level an advantage. 'A' level work is available for a suitable candidate. Applicants should state subject specialism, if any. Scale 1.

**PARSLOES MANOR COMPREHENSIVE SCHOOL (roll 994)**
**Parsloes Avenue, Dagenham, Essex**
**Tel: 01-592 2914**
Required as soon as possible:
(1) A graduate Mathematician to teach throughout the school. Examination work would be immediately available to the right candidate. The departmet is about to introduce the Integrated Mathematics Scheme throughout the school and teaching takes place in set classes. Pupils are prepared to GCSE, 'O' and 'A' level examinations in Mathematics and Statistics. Scale 1.
(2) Two assistant teachers of CDT. Scale 1 and Scale 2. Whilst the persons appointed will be expected to teach throughout the department it will be particularly useful if candidates have an interest in Technology.

**Robert Clack Comprehensive School (Roll 1511)**
**Gosfield Road, Dagenham, Essex**
**Tel: 01-592 3424**
An enthusiastic and energetic qualified teacher to teach Girls' Physical Education. The school has a strong sporting tradition and a commitment to extra-curricular activities is essential. Scale 1.

**WARREN COMPREHENSIVE SCHOOL (Roll 763)**
**Whalebone Lane North, Chadwell Heath, Romford, Essex**
**Tel 01-590 3497**
This is an 11-18 years mixed comprehensive school situated on the edge of the Green Belt, yet within easy reach of Central London. A recent re-building programme has resulted in excellent new resources together with extensive recreational facilities. The following vacancies are now available:
(1) HEAD OF MATHEMATICS, Scale 4. Applications are sought from enthusiastic, committed teachers who are able to lead a team of staff successfully and to initiate the development of programmes of work to cater for the whole ability range.
(2) Assistant teacher of Science to teach across the age and ability range. Applicants are sought who have an interest in Integrated/Modular Science. A recent rebuilding programme has added specialist computing and technology rooms to the already excellent science accommodation and provides an opportunity to engage in cross-curricular work. Scale 1.
(3) Required from February 1987 to cover for maternity leave. Full or part-time teacher of Girls' P.E. and/or Dance. The school has a dance studio, two gymnasia, a sports hall, and extensive on-site playing fields. Scale 1.
INFORMAL VISITS WELCOMED IN RESPECT OF ALL THE ABOVE VACANCIES.
**Application should be made in writing to the Headteacher concerned, except where otherwise stated. Please enclose full c.v. and the names and addresses of two referees one of whom should be your present or immediate past employer.**

An Equal Opportunites Employer (18564)

## SECONDARY HISTORY
continued

### WEST MIDLANDS
QUEEN MARY'S GRAMMAR SCHOOL
Walsall
Boys' Voluntary Aided
Selective School: 180 in Sixth Form
Required for September 1987 teacher of HISTORY and, if possible, GEOGRAPHY. Ability to help with games a strong recommendation.
Applications by letter, with the names of two referees, to the Headmaster, Queen Mary's Grammar School, Sutton Road, Walsall, West Midlands WS1 2PG. Closing date: 26th January. (37194) 132822

## Home Economics

## Heads of Department

### ESSEX
RAINSFORD SCHOOL
Fox Crescent, Chelmsford CM1 2BL
Tel: 0245 265511
(Roll 830)
CO-ORDINATOR OF FOOD STUDIES AND JOINT PASTORAL CO-ORDINATOR OF YEARS 1 AND 2, SCALE 3
Challenging post for ambitious teacher responsible for development of relevant content and approaches in what has traditionally been the Home Economics Department. Additional pastoral responsibilities in Years 1 and 2 will offer experiences towards further professional progress. Closing date: 4th February, 1987.
Curriculum vitae and names of two referees to Headteacher (foolscap s.a.e. please). (36602) 133018

### HAMPSHIRE
SOUTH EAST HANTS AREA
CROOKHORN SCHOOL
Stakes Hill Road, Waterlooville, Portsmouth, Hants.
(12-16 mixed comprehensive - 1005 on roll) - Headteacher Mr Adam
Tel: Waterlooville 251120 ·
Re-advertisement
Required Summer Term 1987, HEAD OF HOME ECONOMICS to manage this fully refurbished Department. Scale 3. Closing date: 30th January 1987.
We pursue a policy of equality of opportunity. Applications are particularly welcome from people with disabilities.
Please apply to Headteacher enclosing s.a.e. for further details and application form. (36327) 133018

### HAMPSHIRE
THE WESTGATE SCHOOL
Chenton Road, Winchester SO22 5AZ
11-16 Comprehensive School
Head of Home Economics (Scale 2)
Required Easter, popular courses run (O & C.S.E.) in a well equipped teaching base. Possible involvement with T.V.E.I.
Full details available (s.a.e. please) from The Headmaster, to whom applications (full c.v., letter and details of 2 referees) should go by 27th January.
We pursue a policy of equality of opportunity. Applications are particularly welcome from teachers with disabilities. (36547) 133018

### Cheshire
*Application forms (send s.a.e.) are obtainable from the Head of the School, to whom they should be returned as soon as possible. Assistance with removal expenses is given in approved cases.*
N. J. Fitton
Director of Education

HEADS OF DEPARTMENT

HEAD OF SCIENCE: Scale 4
*ELLESMERE PORT CATHOLIC HIGH, Capenhurst Lane, Ellesmere Port, South Wirral L65 7AQ. Tel: 051 355 2373/6511.*
Suitably well-qualified and experienced graduate for this 11–18 co-educational, comprehensive. Must be able to teach up to and including 'A' level. Please state specialist Science subject. Required for the beginning of the Summer Term 1987, if possible or September.
Closing date 6th February 1987.

HEAD OF MUSIC: Scale 3
*SANDBACH HIGH, Middlewich Road, Sandbach CW11 9EB.*
To teach 'A' level and to direct the school's extra-curricular programme. Applicants must be accomplished pianists.
Closing date 30th January 1987.

SCALE I POSTS

MUSIC
*ALSAGER COMPREHENSIVE SCHOOL, Hassall Road, Alsager, Stoke on Trent ST7 2HR. No. on roll 1,400.11 – 18.*
Music specialist required for September 1987 – teaching to G.C.S.E. and 'A' level. Extra-curricular music is a very strong feature of the school. Keyboard skills an advantage.
Closing date 30th January 1987. (03189)

### ISLES OF SCILLY
COUNCIL OF THE ISLES OF SCILLY
ISLES OF SCILLY SCHOOL
St. Mary's, Isles of Scilly, Cornwall TR21 0JY
Tel: (0720) 22929
Required as soon as possible HEAD OF DEPARTMENT - HOME ECONOMICS - Scale 2.
Applications are invited for the above full time post from suitably qualified, experienced and enthusiastic teachers. The successful candidate will take responsibility for the teaching of Home Economics to 'O' Level/G.C.S.E. Level.
Removal expenses are available and help with accommodation is offered.
Further information is available from the Headteacher, to whom letters of application with full C.V. and the names of two referees, should be sent by 28.1.87. (37968) 133018

## Scale 2 Posts and above

### SURREY
LINGFIELD HOSPITAL SCHOOL
Further Education Unit
St Piers Lane, Lingfield, Surrey RH7 6PW
6-19 years Present roll 100
Required summer term 1987.
To teach home economics and life skills to students with special educational needs (mainly moderate and severe learning difficulties) in a department which is in the process of reorganisation and improvement.
Scale 2(S) post for suitable applicant, plus fringe London weighting.
Request for application form and further details to the Head Teacher, Mrs Ann Hurling, enclosing s.a.e. (36575) 133020

## Scale 1 Posts

### BEXLEY
LONDON BOROUGH
RIVERSIDE SCHOOL
Yarnton Way, Erith, Kent DA18 4DW
Tel: 01-310 0111
Mixed Ability 11-18 years. Roll 950
Home Economics teacher required immediately, Scale 1, to join an enthusiastic successful department within the design faculty. 'Good well equipped, recently built, accommodation.'
Part-time teachers considered.
Rush foolscap s.a.e. for further details and c.v. with referees to the Head Teacher, Dr. P. French. (36904) 133022

### ENFIELD
LONDON BOROUGH OF ENFIELD
HOLY FAMILY CONVENT SCHOOL
London Road, Enfield EN2 6LN
(R.C. School for Girls, Years 1-3). Roll 506
Required as soon as possible, teacher of NEEDLEWORK, willing to help with the making of costumes for school productions and able to offer History. Scale 1 post.
Ability to offer other subject(s) an advantage, but not essential. Practising Catholic preferred, but practising Christians of other denominations would be considered.
London Allowance, £726.
Application forms (large SAE) obtainable from, and to be returned to, the Headteacher as soon as possible.
An equal opportunity employer. (37885) 133022

### LINCOLNSHIRE
CAISTOR YARBOROUGH SECONDARY SCHOOL
Grimsby Road, Caistor, Lincoln LN7 6QZ
Tel: (0472 851383)
Group 7, Roll 327 Post Ref. T203
Teacher of Home Management subjects required from January in this small, rural secondary school. The post is part time (hence temporary) but a full time permanent post is available for a teacher with a suitable second subject. We are seeking an experienced teacher of all aspects of Home Management, able to teach the whole ability range.
S.A.E. to Head for form and details, telephone enquiries are welcome. (37961) 133022

### HARINGEY
LONDON BOROUGH OF HARINGEY
THE SCHOOL OF ST. DAVID & ST. KATHARINE
Hillfield Avenue, London N8 7DT
Headmaster: D.F. Caveen, B.Sc.
Church of England Voluntary Aided Mixed 11-18 Comprehensive
1100 on roll
TEACHER OF HOME ECONOMICS
Scale 1
Required for Easter, 1987 to work within a successful department and Design Faculty, which has excellent resources and equipment in a purpose-built block. There are three attractive, inter-connected Home Economics rooms with an adjoining flat. The post includes some teaching of Child Development.
Further information and application forms from the Headmaster (s.a.e. please).
Closing date: 30th January. (37470) 133022

### HOUNSLOW
CHISWICK SCHOOL
Burlington Lane, Chiswick W4 3UN
Tel: 01-747 0031
Headteacher: Mr S.S. Hurrell, B.Sc.
Required for January 1987: a lively and enthusiastic teacher of Home Economics, Scale 1, to join a team of three. There are excellent new facilities.
The Department offers courses in Cookery, Food, Home Management, Textiles and Child Development for G.C.S.E. (M.E.G.).
The successful candidate will have the opportunity to teach throughout the School.
Letters of application in the first instance to the Headteacher giving details of qualifications and names and addresses of two referees (s.a.e. foolscap please) within 7 days.
London Allowance £726 per annum.
WE ARE AN EQUAL OPPORTUNITY EMPLOYER. (36309) 133022

### V.S.O.
Please see main display advertisement under overseas appointments. (36723) 133022

## Humanities

## Heads of Department

### BUCKINGHAMSHIRE
MILTON KEYNES AREA
Equal Opportunity Employer
DENBIGH SCHOOL
Cornwall Grove, Bletchley, Milton Keynes MK3 7HU
(Mixed Comprehensive - approximately 1003 on roll)
Required for April, 1987 or as soon as possible. Head of Humanities - Scale 3. An energetic and enthusiastic teacher, qualified in either History or Geography, to promote the development of the Humanities within the curriculum 12-18 years.
The school management is moving from single subject departments towards larger teams: Humanities currently includes History, Geography, R.E., Sociology and Politics.
The successful candidate will be encouraged to review courses and to build on recent initiatives in profiling and cross-curricular activities.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Application forms and further details are available on receipt of a foolscap stamped addressed envelope from the Headteacher, E.J. Corrin, M.A. (36539) 133218

### EAST SUSSEX
ST. RICHARD'S R.C. SCHOOL
Ashdown Road, Bexhill-on-Sea TN40 1SE
Comprehensive mixed, 11-16. Roll: 600
From April, 1987 or sooner if possible: Head of Humanities (Scale 3) to lead a flourishing Department with excellent accommodation and facilities. Preference given to an Historian.
Relocation grants in approved cases.
Application form and further details from Headmaster. Closing date: January 30th. (36544) 133218

## Scale 2 Posts and above

### BUCKINGHAMSHIRE
DENBIGH SCHOOL
Required for April, 1987 or as soon as possible, Head of Humanities, Scale 3.
See under Secondary Heads of Department. (36531) 133220

### BUCKINGHAMSHIRE
SIR FRANK MARKHAM SCHOOL
Required from April, a teacher to be in charge of Media Studies.
See under Secondary English Scale 2 and above. (36591) 133220

### OXFORDSHIRE
COUNTY COUNCIL
LORD WILLIAM'S SCHOOL
Oxford Road, Thame, Oxon. OX9 2AQ
(11-19 mixed comprehensive; 1850 in three federal schools; 250 in Sixth Form)
Required for September, Head of HUMANITIES at Lower School (East (570 pupils aged 11-14). Ability to teach some History or Geography at the Upper School useful, but main requirement is leadership of the Lower School Humanities work. Currently Burnham Scale 3.
Send S.A.E. to The Principal at the school for further details and application form.
An Equal Opportunity Employer. (37954) 133220

### WEST SUSSEX
RELSIGIOUS STUDIES TEACHER
FELPHAM COMPREHENSIVE SCHOOL
(Group 11, 11-18 mixed comprehensive)
Required April 1987 (or as soon as possible thereafter) a Head of Religious Studies Scale 2. The successful applicant would be expected to take a full and active role in the Humanities Department. Religious Studies forms part of an integrated Humanities course in years 1 to 5. A multi-faith Religious Studies GCSE course is taught.
Application form and further details available from the Headteacher, Felpham Comprehensive School, Felpham Way, Felpham, Bognor Regis PO22 8EL (s.a.e. please). (36312) 133220

## Scale 1 Posts

### ESSEX
BARSTABLE SCHOOL
Timberlog Close, Basildon SS14 1UX
Tel: 0268 552091
(Roll 1400)
TEACHER OF HUMANITIES SCALE 1 (Temporary) (Area Allowance)
Teacher of History/Humanities required immediately for at least one term by active Humanities Faculty.
Letter of application with c.v. to Headteacher (foolscap s.a.e. please). (36388) 133222

### KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH KENT AREA
CHATHAM SOUTH SECONDARY SCHOOL
Letchworth Avenue, Chatham ME4 6NT
Requried for April, 1987 enthusiastic teacher of Humanities, Scale 1, to teach in the first and second years and assist with teaching History and Geography from the third year upwards. Applications invited from experienced and newly qualified teachers.
Apply by letter to the Headteacher giving names/addresses of two referees or Tel: Medway 404277 for further information. (36824) 133222

## Mathematics

## Heads of Department

### BARKING AND DAGENHAM
LONDON BOROUGH OF BARKING AND DAGENHAM
WARREN COMP. SCHOOL
Romford
HEAD OF MATHEMATICS SCALE 4
For further details see our display advert under Secondary Scale 1. (37486) 133418

### BARKING AND DAGENHAM
LONDON BOROUGH OF BARKING AND DAGENHAM
EASTBURY COMP. SCHOOL
Rush Green
HEAD OF MATHS SCALE 4
For further details see our display advort, under Secondary Scale 1. (37488) 133418

### BUCKINGHAMSHIRE
Equal Opportunity Employer
BEACONSFIELD/CHILTERN AREA
EVREHAM SECONDARY SCHOOL
Swallow Street, Iver, Bucks.
Tel: Iver 651180
Headteacher: D. James, B.A., B.D.
Required as soon as possible or/Easter 1987 experienced teacher for Head of Maths, ability to offer Information Technology would also be welcomed.
Application form and details available from the Headteacher at the school. (36523) 133418

### THE NORTH LONDON COLLEGIATE SCHOOL
**HEAD OF MATHEMATICS**
to lead a team of seven full-time teachers.
Scale 4 appointment.
Applications with full Curriculum Vitae and the names of two referees to the Head Mistress, The North London Collegiate School, Canons, Edgware, Middlesex HA8 7RJ by 30th January.
(Independent School – 800 girls) (16526)

### EAST SUSSEX
MARGARET HARDY SCHOOL FOR GIRLS
Ladies Mile Road, Brighton BN1 8PB
Comprehensive mixed, 11-16. Roll: 764
From September 1: experienced Maths Teacher for Head of Mathematics (Scale 4) to lead a team of staff who are developing an investigative approach.
Relocation grants in approved cases.
Application forms (sae please) from and returnable to the Headteacher. (36668) 133418

### KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
TONBRIDGE GRAMMAR SCHOOL FOR GIRLS
Deakin Leas, Tonbridge, Kent (900 on roll, 240 in Sixth Form)
Required for September 1987 a well-qualified Honours Graduate with good and substantial experience to be Head of Mathematics. A Scale 4 post is available. All girls take Mathematics to Ordinary GCSE Level. At present approximately 100 girls are taking Advanced Level Mathematics on three different syllabuses. Many other Sixthformers take courses in either Statistics and/or Computer Studies. Considerable leadership potential is looking for and an equal commitment to both the able and less able students.
Applications by letter please as soon as possible (no forms) to the Head Mistress at the school with the names and addresses of two professional referees and s.a.e. for acknowledgement.

MID KENT AREA
THE MAPLESDEN NOAKES SCHOOL
Great Buckland, Maidstone, Kent ME16 0TJ
A Mixed High School in Thames-side scheme
Head of Mathematics department (Scale 4) required Easter 1987, to lead team of 5 with excellent reputation for its work with KMP.
SAE to Head Teacher for further details. (36825) 133418

### LONDON SE22
JAMES ALLEN'S GIRLS' SCHOOL
East Dulwich Grove, London SE22 8TE
GSA - 810 girls
Required for September 1987, a well-qualified graduate to head a department of eight teaching throughout the school to further Maths 'A' level, 'S' level and Oxford entrance.
Please see Independent section for full details.
(36422) 016 133418

## Scale 2 Posts and above

### BARKING AND DAGENHAM
LONDON BOROUGH OF BARKING AND DAGENHAM
EASTBURY COMP. SCHOOL
Rush Green
MATHS TEACHER, Scale 2
For further details see our display advert. under Secondary. (36383) 133420

### DUBAI
THE RASHID SCHOOL FOR BOYS
Substantial Tax free salaries.
See Overseas.
(37584) 133420

### HAMPSHIRE
SOUTH EAST HANTS AREA
HORNDEAN SCHOOL
Barton Cross, Horndean, Hants.
Tel: Horndean 594327
(12-18 mixed comprehensive - 1420 on roll)
Headteacher Mr Morgan
Required Summer Term 1987, qualified, experienced teacher of MATHEMATICS. Scale 2.
Closing date: 30th January 1987.
We pursue a policy of equality of opportunity. Applications are particularly welcome from people with disabilities.
Please apply to Headteacher, enclosing s.a.e. for further details and application form. (36320) 133420

### HAMPSHIRE
HARRIET COSTELLO SCHOOL
Crossborough Hill, Basingstoke, Hants RG21 2AL
Required April 1987 ... Teacher in Charge of ... Studies together with ... Maths teaching.
Letter of application ... Headteacher with full c.v. ... names/addresses of two ... tional referees.
S.A.E. for further ... Hampshire County ... pursue a policy of equal opportunity. Applications particularly welcome from people with disabilities. (36318)

### HERTFORDSHIRE
NICHOLAS HAWKSMOOR SCHOOL
Required as soon as possible A teacher of MATHEMATICS (Scale 2 for suitably qualified person).
See under Sec. Maths Scale 1. (36264)

### KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH KENT AREA
CHATHAM HIGHFIELD SECONDARY SCHOOL
Balfour Road, Chatham ... 6RA
Required for April, 1987 suitably qualified and experienced teacher to work in a forward looking Mathematics Department, Scale 2. Knowledge of SMP and an interest in the use of computers within the classroom would be advantageous though not essential.
Applications, with letter and names/addresses of referees to the Headmaster.

GILLINGHAM
UPBURY MANOR SCHOOL
Marlborough Road, Gillingham ME7 5HT
Required for April, 1987 enthusiastic, experienced well qualified teacher of Mathematics to act as Second in Department Scale 3. Ability to assist with curriculum development essential.
Application forms and further information available from the Headmaster. Closing date 28th January 1987. (36826)

### KINGSTON UPON THAMES
ROYAL BOROUGH OF KINGSTON UPON THAMES
TOLWORTH GIRLS' SCHOOL
Fullers Way North, Tolworth, Surrey KT6 7LQ
Tel: 01-397 3854
No. on roll: 1009, 11-18 ... 196 in the 6th Form
For April/September 1987 a well-qualified and experienced teacher is required as Second in Charge of MATHEMATICS Department. SMP is taught in the first two years and the department is anxious to follow the recommendations of the Cockcroft Report.
Attitudes to Mathematics are positive and take up at 'A' level is encouragingly high. A committed, enthusiastic person is required to join the well-established and successful department.
Interested applicants are welcome to telephone the school for a preliminary appointment.
Scale 3 post. London Allowance £726.
Application forms are available from the Headteacher at the school (SAE please) to whom completed forms should be returned no later than ... January 1987.
An Equal Opportunities Employer. (36166)

### KNOWSLEY
ST THOMAS BECKET RC COMPREHENSIVE SCHOOL
St Augustine's Wing, Huyton, Longview Drive, Huyton, Merseyside L36 6EG
Re-Advertisement
(1068 pupils on roll including 51 in Sixth Form - SPA payable)
SCALE 3 DEPUTY DIRECTOR MATHEMATICS FACULTY
Required for 1 May 1987.
Further information available from the Headteacher (s.a.e.).
Applications by letter, including full c.v. and names of two referees to the Headteacher by 30 January 1987. (37833)

### LONDON
Inner London Education Authority
ST. ALOYSIUS' COLLEGE
30 Hornsey Lane, Highgate, London N6 5LY
A Roman Catholic Voluntary Aided Comprehensive School for 1000 Boys in the 11 to 18 age range
Required from September (or April) 1987, Graduate to teach Mathematics throughout the School, including Sixth Form. Scale 2. Post with responsibility for computer assisted learning within the Department.
This is a large department ... flourishing ... Courses are offered at ... Level in Mathematics and Further Mathematics ... 11-16 has been introduced ... Years 1 to 4.
Application forms available from further details available from the Clerk to the Governors at the above school. (36340)



## SECONDARY MATHEMATICS
continued

### REDBRIDGE
CATERHAM HIGH SCHOOL
Caterham Avenue, Clayhall, Ilford, Essex IG5 0QW
Tel: 01-551 4415
Head: Dr. A.J. Atkins
Required for April, 1987: Assistant Head of Mathematics Department for this 6 f.e. 11-18 mixed comprehensive school. A suitably qualified teacher is sought and the person appointed will be expected to make a significant contribution to the running of this important department. Applicants should have proven organisational skills and the ability to teach up to 'A' level is essential.
The post is on Scale 3 with Outer London Allowance. Removal expenses and other fringe benefits payable in approved cases.
Applications to the Head at the school as soon as possible. (36666) 133420

### SOMERSET
COUNTY COUNCIL
KINGS OF WESSEX COMMUNITY UPPER SCHOOL
Cheddar
HEAD OF MUSIC AND EXPRESSIVE ARTS - SCALE 2 or 3
(For further details please see under the Somerset County Council composite advertisement on Page 71.
(36329) 133420

### SURREY
EDUCATION COMMITTEE
EPSOM HIGH SCHOOL
Longmead Road, Epsom, Surrey
12-18 Mixed Comp. 610 on roll incl. 85 6th Form
Required April 1987, or sooner if possible, Scale 2 teacher of MATHEMATICS throughout the school.
Further details and application forms from the Headteacher. Tel: Epsom 40388. (37562) 133420

## Scale 1 Posts

### BARNET
LONDON BOROUGH
HENDON SCHOOL
Golders Rise, Hendon, London NW4 2HP
Tel: 01-202 9004
Co-educational Comprehensive. Roll 954.
Sixth Form 162
Required from 1st February 1987 Part-time teacher of MATHEMATICS (Scale 1) for 3½ days per week until the end of the summer term to teach both lower school SMP courses and within the Sixth Form CPVE course.
The lively and progressive Maths Department is accommodated in a suite of well-equipped rooms, high standards are achieved throughout the school.
Apply in writing to Head Teacher with full c.v. and names of two referees. S.A.E.
Director of Educational Services. (36443) 133422

### BERKSHIRE
FURZE PLATT COMPREHENSIVE SCHOOL
Furze Platt Road, Maidenhead SL6 7NQ
Required September, 1987 a Scale 1 Teacher of Mathematics in this 6 F.E. co-educational school on the edge of Maidenhead. G.C.S.E and 'A' level teaching available for suitable applicant. This is a suitable post in a strong department for either a newly qualified or an experienced teacher.
Please apply immediately to the Headmaster with c.v. or equivalent information and naming 2 referees. Further information available from the school. Tel: Maidenhead 35308. No closing date.
Berkshire has a scheme of reimbursement of lodging and removal expenses.
An Equal Opportunity Employer. (36277) 133422

### BUCKINGHAMSHIRE
EQUAL OPPORTUNITY EMPLOYER
AYLESBURY GRAMMAR SCHOOL
Walton Road, Aylesbury, Bucks.
Headteacher: K.D. Smith, M.A. (Cantab) Roll: 1150 pupils (450 in Sixth Form)
Scale I
Required September 1987, a Graduate Teacher to join a strong Mathematics Department and to teach the subject throughout the school. Most boys take additional Mathematics in the Fifth Form and there are fifteen Sixth Form Mathematics groups.
Assistance with removal expenses is given in approved cases.
Applications by letter in the first instance, (s.a.e.) giving full details and the names and addresses of two referees, direct to the Headteacher at the school. (36526) 133422

### EAST SUSSEX
NEWLY QUALIFIED TEACHERS
See general advertisement on Page 26. (36873) 133422

### HAMPSHIRE
SOUTH EAST HANTS AREA
HORNDEAN SCHOOL
Barton Cross, Horndean, Hants.
Tel: Horndean 594327
(12-18 mixed comprehensive - 1420 on roll)
Headteacher Mr Morgan
Required Summer Term 1987, qualified teacher of MATHEMATICS. Scale 1. Closing date: 30th January 1987.
We pursue a policy of equality of opportunity. Applications are particularly welcome from people with disabilities.
Please apply to Headteacher, enclosing s.a.e. for further details and application form. (36319) 133422

### HAMPSHIRE
HARROW WAY SCHOOL
Harrow Way, Andover
11-16 Mixed Comprehensive
Scale 1, permanent
Required April 1987: Teacher of Mathematics.
Letter of application to Headteacher. S.A.E. for further details. (36546) 133422

### HEREFORD AND WORCESTER
COUNTY COUNCIL
PETERCHURCH, FAIRFIELD HIGH SCHOOL
Peterchurch, Hereford HR2 0SG
(200 on roll)
MATHEMATICS - Scale 1 (2 posts)
Required from April or September 1987, two suitably qualified Mathematicians to assist in the teaching of the subject throughout the age range in this very small 11-16 rural comprehensive, set in and serving the beautiful Golden Valley area, close to the Welsh border. The Governors are seeking to appoint enthusiastic professionals who will each be able to be involved in another curriculum area (Computer work/Information Technology and Boys' Games are current needs) as well as making an all round contribution to the life of this forward-looking and caring school.
Full details and application forms are available from the Headmaster (S.A.E.) to whom they should be returned within 14 days of this notice. (36512) 133422

### KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
DARTFORD GRAMMAR SCHOOL
(Voluntary Controlled Selective School of 700 boys)
Required for September: Graduate Teacher of Mathematics (Scale 1) London Fringe Allowance, to join very strong department. Successful candidate will teach throughout school to A and S Levels. Post offers exceptional opportunities to ambitious teacher.
Apply by letter sending full Curriculum Vitae to Headmaster at West Hill, Dartford, Kent DA1 2HW.

NORTH KENT AREA
SITTINGBOURNE, HIGHSTED SCHOOL
Highsted Road, Sittingbourne ME10 4PT
13-18 Upper School, Sixth Form 200
Required April/September 1987 Mathematics teacher for strong, enthusiastic Department. Advanced Level teaching for suitable candidate.
Letters of application with c.v., names/addresses of two referees to the Head, from whom details are available.

WEST KENT AREA
TUNBRIDGE WELLS
BENNETT MEMORIAL C.E. (AIDED) DIOCESAN SCHOOL FOR GIRLS
Culverden Down, Tunbridge Wells, Kent TN4 9SH
(Tel: T. Wells 21595)
11-18. Roll 980 with 160 in the Sixth Form
Required for Summer Term, 1987, a teacher of SCIENCE and MATHEMATICS (Scale 1) to join enthusiastic and forward looking departments. Teaching will be based mainly in the Lower School in the first instance.
Please apply by letter only (no forms) to the Headmistress giving full C.V. and the names of two professional referees. Visits welcome by telephone arrangement.

MASCALLS SCHOOL
Gedges Hill, Paddock Wood, Kent TN12 6LT
11-18, Co-educational Comprehensive - Roll 1350
MATHEMATICS - SCALE I
Required for Summer Term, 1987, qualified specialist Mathematician. Well-equipped and popular school in favoured area.
Apply to the Headmaster by letter, naming two professional referees. S.A.E. please.

SWANLEY SCHOOL
St. Mary's Road, Swanley BR8 7TE
Tel: 0322 65231
Headmaster: Douglas Macildowie, B.A.
An established large comprehensive school with a full range intake, mixed - 11-18. London Fringe Allowance.
Required at the beginning of MARCH a teacher of Mathematics to replace a teacher on maternity leave. Applications for full or part time work will be considered.
Application is by letter or telephone, no forms.

MID-KENT AREA
ST. SIMON STOCK SCHOOL
Oakwood Park, Maidstone ME16 0JP
An 11-18 Catholic wide ability school 835 on roll, 120 in Sixth Form (mainly 'A' Level students)
Teacher of Mathematics required as soon as possible to teach across age and ability range using practical and investigational methods. College leavers welcomed.
Applications with 2 referees (including a priest if applicable) to Head Teacher. SAE please. (36827) 133422

### HERTFORDSHIRE
HITCHIN GIRLS' SCHOOL
Highbury Road, Hitchin, Herts. SG4 9RS
Tel: Hitchin 32162
Head: Mrs G.M. Warwick
900 on roll (Sixth Form 140)
Required for September 1987, a graduate to teach MATHEMATICS throughout the school to A Level. Further Applied and University Entrance. Nearly 50 of the sixth study A Level Maths. Large fully graduate Department. Pleasant setting in market town. Scale 2 available for suitable candidate.
Apply in writing to the Headmistress, giving full details and names of two referees.
(46265) 133422

### HERTFORDSHIRE
NICHOLAS HAWKSMOOR SCHOOL
Cowley Hill, Borehamwood, Hertfordshire WD6 5LG
Tel: 01-953 7059
Fringe Allowance £282 p.a.
Required as soon as possible. A teacher of MATHEMATICS (Scale 2 for suitably qualified person). The subject is taught to G.C.S.E., 16 and 'A' levels - S.M.P. courses, in this 6 Form Entry Upper School for 600 boys and girls aged 13 to 18. A willingness to contribute to the general life of the school would be a recommendation. A temporary appointment up to 31 August 1987 would also be considered. Removal expenses of up to £3,150 payable in approved cases.
Apply by letter (no forms) with names of two educational referees, to the Headmaster as soon as possible.
(36260) 133422

### KINGSTON UPON THAMES
ROYAL BOROUGH OF KINGSTON UPON THAMES
FLEETWOOD SCHOOL
Garrison Lane, Chessington, Surrey KT9 2JS
Tel: 01-397 3140
No. on roll: 446 co-ed.
Required IMMEDIATELY a teacher of MATHEMATICS with the ability to teach the subject to 'O' level. The ability to offer Geography is also required.
A teacher seeking a temporary TWO TERM appointment would be considered.
Scale 1 post. London Allowance £726.
Please apply in writing to the Headmaster at the School enclosing full curriculum vitae and the names, addresses and telephone numbers of two referees.
An Equal Opportunities Employer. (36836) 133422

### LONDON NW1
MARIA FIDELIS CONVENT SCHOOL
34 Phoenix Road, London NW1 1TA
Tel: 01-387 3856
A five form entry Comprehensive School for girls
Requires as soon as possible: A maths teacher .5 until July 1987. Also required as soon as possible: until July 1987 A Special Needs teacher .4 preferably with experience of support within mainstream classrooms and/or E 2 L support. The school is conveniently situated within a few minutes walk of both Euston and King's Cross stations.
Application form from the Headmistress - Sister Fidelis Gaine, FCJ. (36426) 133422

### OLDHAM
METROPOLITAN BOROUGH OF OLDHAM
EDUCATION COMMITTEE
SADDLEWORTH SCHOOL
High Street, Uppermill, Oldham
MATHEMATICS TEACHER - Scale 1
Required as soon as possible to teach throughout Years 1-5.
Temporary initially to 31st August 1987.
Please apply by letter to the Head at the school including full cv and names and addresses of 2 referees by 23 January.
An Equal Opportunity Employer. (37479) 133422

### SINGAPORE
UWCSEA
TEACHER OF MATHEMATICS
For further details see our display advert on Page XX.
(37645) 133422

### SUNDERLAND
BOROUGH OF SUNDERLAND
EDUCATION DEPARTMENT
HYLTON RED HOUSE SCHOOL
Rutherglen Road, Sunderland SR5 5LN
(Group 12)
Required as soon as possible:-
TEACHER OF MATHEMATICS (SCALE 1)
Application forms are obtainable from the Headteacher at the school, on receipt of a stamped addressed foolscap envelope to be returned to him by 30th January, 1987. (36468) 133422

### SURREY
EDUCATION COMMITTEE
BISHOP REINDORP C OF E (A) SCHOOL
Larch Avenue, Guildford, Surrey GU1 1JY
12-18 mixed comprehensive
MATHEMATICS TEACHER, Scale 1, full-time
Required for Easter or September to teach in a lively forward looking department. Sixth Form teaching in Pure Maths and Statistics available for a suitably qualified candidate. Newly qualified teachers are welcome to apply.
Further details from the Headteacher, Tel: Guildford 37373.
(37564) 133422

### V.S.O.
Please see main display advertisement under overseas appointments. (36720) 133422

### WARWICKSHIRE
MYTON SCHOOL
Myton Road, Warwick CV34 6PJ
Assistant teacher of MATHEMATICS. Post available from the beginning of March to the end of the autumn term 1987 to cover maternity leave. Courses across the entire age and ability range up to 'O' and 'A' level, CSE and now GCSE. An opportunity to work within a large and successful department.
Further details and application form available from the Head at the school, to whom completed forms should be returned as soon as possible.
Warwickshire is an equal opportunities employer. (36482) 133422

## Opportunities with Nottinghamshire
Unless otherwise stated the following posts are required for the Summer Term, 1987.
Application forms/further details are available from the Head Teacher of the School concerned on receipt of a stamped addressed envelope.
Closing date 30 January 1987 unless otherwise stated.

### Primary
**Deputy Head Teacher Group 2**
HOLY CROSS R.C. (AIDED) PRIMARY SCHOOL
Lean Mills Lane, Hucknall, Notts. NG15 8BZ
Roll: 64
A suitably qualified and experienced teacher is required. Candidates must be practising Catholics who hold the Catholic Teachers' Certificate (C.R.E.).

**Scale 2 – Computers**
CHRIST CHURCH C.E. (AIDED) INFANT SCHOOL
Victoria Street, Newark, Notts. NG24 4UT
Roll: 122
An enthusiastic and experienced infant teacher is required to be responsible for developing computer work throughout the School. Please state other curricular interests. Committed Christian preferred.

**Scale 2 – Language/ESL**
GREENWOOD INFANT SCHOOL
Edale Road, Sneinton Dale, Nottm. NG2 4HT
Roll: 155 (including Nursery)
A committed and enthusiastic teacher is required to lead the continued development of language work, and in addition, to join the established ESL/Mother Tongue Team in this lively inner-city, multi-cultural School. Familiarity with Muslim Culture an advantage.

**Scale 2 – Language or Computers**
ROSSLYN JUNIOR SCHOOL
Minver Crescent, Aspley, Nottm. NG8 5PN
Roll: 270
To be responsible for either language or computers, to join the staff team which works hard to provide for children to learn successfully. Ability and willingness to work with others essential.

**Scale 2 – Mathematics/Computer Studies**
WALTER D'AYNCOURT PRIMARY SCHOOL
Brainston Avenue, Farnsfield, Newark, Notts. NG22 8J2
Roll: 168
An experienced and enthusiastic teacher is required to be responsible for co-ordinating throughout the School. Vacancy arises due to the promotion of the present post-holder.

**Scale 2 – Nursery Teacher**
HEATHFIELD PRIMARY SCHOOL
Scotland Road, Basford, Nottm. NG5 1JU
Roll: 308 (including Nursery)
An enthusiastic and committed nursery teacher is required to be responsible for a new 25 place nursery unit due to open in September. Please state strengths and interests and include a full curriculum vitae.

**Scale 2 – Nursery Teacher**
PRIESTIC PRIMARY SCHOOL
Priestic Road, Sutton-in-Ashfield, Notts. NG17 4EB
Roll: 720
An experienced and enthusiastic nursery teacher is required to establish a 40 place nursery due to open in September.

**Scale 2 – Nursery Teacher**
WESTWOOD INFANT SCHOOL
Palmerston Street, Westwood, Jacksdale, Nottm. NG16 5JA
Roll: 74
A suitably experienced nursery teacher is required for this new 20 place nursery ... due to open in September.

**Scale 1 – E.S.L.**
GREENWOOD INFANT SCHOOL
Edale Road, Sneinton Dale, Nottm. NG2 4HT
Roll: 155 (including Nursery)
A teacher of English as a second language is required to join the existing ESL/Mother Tongue Team in this lively inner city, multi-cultural school.

Nottinghamshire County Council
County Hall · West Bridgford
Nottingham NG2 7QP

**Scale 1 – Nursery Teacher**
HIGHWOOD PLAYER INFANT SCHOOL
Highwood Avenue, Bilborough, Nottm. NG8 3AF
Roll: 210 (including Nursery)
A caring and enthusiastic nursery teacher is required, who is knowledgeable in good nursery practice, for this 50 place unit. Please state special strengths and interests.

### Secondary
**Scale 4 – Head of Mathematics**
MANNING COMPREHENSIVE SCHOOL
Robins Wood Road, Aspley, Nottingham. NG8 3LD
Girls: 550 (11-16)
An enthusiastic and well qualified teacher is required in this multi-cultural girls' school. Full details are available (s.a.e.) from the Head Teacher at the School.

**Scale 3 – Head of Music**
NATIONAL C.E. (AIDED) COMPREHENSIVE SCHOOL
Annesley Road, Hucknall, Nottm. NG15 7DB
Mixed: 960 (11-18)
A graduate teacher is required. Applicants should have a wide range of experience in the practical and creative approach to Music for all levels of ability. This is a re-advertisement. Full details are available (s.a.e.) from the Head Teacher at the School.

**Scale 3 – Head of Physical Education**
ALL SAINTS R.C. (AIDED) COMPREHENSIVE SCHOOL
Broomhill Lane, Mansfield, Notts. NG19 6BW
Mixed: 810 (11-18)
An enthusiastic and experienced graduate teacher is required to be responsible for the subject throughout the School. Excellent resources and facilities.
Full details are available (large s.a.e.) from the Head Teacher at the School.

**Scale 2 – Music**
SUTTON CENTRE COMPREHENSIVE SCHOOL
High Pavement, Sutton-in-Ashfield, Notts. NG17 1EE
Mixed: 1008 (11-18)
A suitably experienced teacher is required. There is strong emphasis on practical and creative work in excellent accommodation in this purpose-built Community Centre. Applicants should be good all-round musicians who can handle practical music in the classroom. A good pianist and ability to help with guitar an advantage. This is a re-advertisement.

**Scale 1 – Boys' P.E./General Classwork**
RAVENSDALE MIDDLE SCHOOL
Ravensdale Road, Mansfield, Notts. NG18 2DR
Mixed: 288 (9-13)
This is a re-advertisement.

**Scale 1 – Boys' P.E./Geography**
NATIONAL C.E. (AIDED) COMPREHENSIVE SCHOOL
Annesley Road, Hucknall, Nottm. NG15 7DB
Mixed: 960 (11-18)
A graduate teacher is required.

**Scale 1 – English/Boys' P.E.**
PORTLAND COMPREHENSIVE SCHOOL
Sparken Hill, Worksop, Notts. S80 1AW
Mixed: 995 (11-18)
A teacher is required for Easter, or earlier if possible. The time-table is split approx. 50/50 at present but will be negotiable from September. Alternatively, applications from candidates seeking a part-time post in either subject will also be considered.

**Scale 1 – French and Spanish**
MATTHEW HOLLAND COMPREHENSIVE SCHOOL
Chapel Road, Selston, Nottm. NG16 6BW
Mixed: 1000 (11-18)
Required to teach to 'O' and 'A' level. This is a re-advertisement.

### Special
**Scale 2 (S) Teacher**
WESTBURY SCHOOL
Lortas Road, New Basford, Nottm. NG5 1EH.
Roll: 60 (Secondary)
An experienced and enthusiastic practitioner is required for Easter, as Teacher/Co-ordinator of pupils with Learning Difficulties at this special school for children who have special educational needs of a social, emotional and behavioural nature. Applicants should be able to demonstrate particular skills in the areas of assessment, recording and the development of individual educational programmes.

*An Equal Opportunity Employer.*

## SECONDARY MATHEMATICS
-continued

**WILTSHIRE**
ST. LAURENCE SCHOOL
Bradford-on-Avon
(Mixed Comprehensive, 950 Sixth Form 130)
MATHEMATICS - SCALE 1
Required for September, an experienced or new qualified teacher of Mathematics. Opportunity to teach to 'A' level for appropriately qualified candidates.
Further details and application forms available from the Headmaster on receipt of a stamped addressed envelope to whom application forms should be returned by Friday 30th January. (37474) 133422

## Modern Languages

## Heads of Department

**AVON COUNTY**
LAWRENCE WESTON SCHOOL
Stile Acres, Bristol BS11 0QA
*Required from 27th April* 1987, a well-qualified, experienced Head of Modern Languages, Scale 4. Applicants should be capable of teaching French and German.
Further details from and letters of application to the Headteacher immediately giving full c.v. and names and addresses of two referees, enclosing s.a.e.
Avon as an Equal Opportunities employer considers applicants on their suitability for the post, regardless of sex, race, disability or sexual orientation. (37339) 133618

**DUBAI**
THE RASHID SCHOOL FOR BOYS
Substantial Tax free salaries. See Overseas.
(37579) 133618

**ESSEX**
EPPING FOREST HIGH SCHOOL
*Borders Lane, Loughton IG10 3SD*
Tel: 01-508 4080
(Roll 1100: 11-18 years)
HEAD OF MODERN LANGUAGES, Scale 4
Required for Easter, 1987, well qualified graduate to Head well resourced department offering both French and German. Preference given to applicant able to teach both languages. Closing date: 3rd February, 1987.
Letter of application together with curriculum vitae and names of two referees to Headteacher at school (foolscap s.a.e. please).
(36601) 133618

**EUROPE**
*TEACH ON EXCHANGE - EUROPE*
See Overseas Appointments.
(36417) 133618

**HUMBERSIDE**
EDUCATION COMMITTEE
GRIMSBY DIVISION
WHITGIFT SCHOOL
Crosland Road, Grimsby DN37 9EH
Required for April 1987:
HEAD OF MODERN LANGUAGES, SCALE 3. Experienced professional is required for the post of Head of Modern Languages to lead an able, lively and enthusiastic team who have the committed support of the senior staff. Applications will be very welcome from teachers of Russian or German as well as teachers of French. All applicants will be expected to offer at least one other language.
The school enjoys excellent facilities, including those for sixth form, and is situated on the edge of the town on a very attractive site. The price of *housing locally is amongst the* cheapest in the country, but temporary accommodation may be available.
Application forms and further information obtainable from the Head Teacher at the school (on receipt of s.a.e.), to whom completed forms should be returned by 26th January 1987.
(37459) 133618

**WILTSHIRE**
ST. JOHN'S SCHOOL
Orchard Road,
Marlborough, Wiltshire SN8 4AX
Mixed Comprehensive School. N.O.R. 1250. 160 in Sixth Form
Headmaster: Mr. John T. Price, M.A.
Required from September 1987: HEAD OF MODERN LANGUAGES (SCALE 4). Applicants should be proficient in both French and German, which are the two Modern Languages offered by the Department.
Further details from the Headmaster at the above address (SAE please) to whom completed application forms should be sent.
CLOSING DATE: Friday, 30th January 1987.
(37983) 133618

## Scale 2 Posts and above

**BEDFORDSHIRE**
EDUCATION SERVICE
COUNTY STAFF (SUPPLY) TEAM
Required for April to join this permanent team:-
*FOREIGN LANGUAGES*, Scale 3.
Particularly French, German and Spanish are required. Applicants should have a wide range of experience with pupils aged 9-18.
Ownership of a car is essential.
Essential Car Users Allowance.
Assisted car purchase scheme.
Application forms and full details from D.P.J. Browning, Chief Education Officer, County Hall, Bedford. (Ref: 88/SSTI).
Closing Date: 29th January 1987.
The Council is an equal opportunity employer, and welcomes applications from members of ethnic minority groups, disabled persons and all other sections of the community. (36621) 133620

**DUBAI**
THE RASHID SCHOOL FOR BOYS
Substantial Tax free salaries.
See Overseas.
(37588) 133620

**EUROPE**
TEACH ON EXCHANGE - EUROPE
See Overseas Appointments. (36418) 133620

**HAMPSHIRE**
THE VYNE SCHOOL
Vyne Road, Basingstoke, Hants. RG21 2PB
Scale 2
In Charge of French
Required Easter 1987 Enthusiastic linguist, able to contribute to development of lively department. Modern communication methods used in French and German.
Application form/details (s.a.e.) from Headteacher. Hampshire County Council pursue a policy of equality of opportunity.
*Applications particularly* welcome from persons with disabilities.
Closing Date 2nd February 1987. (36315) 133620

**HAVERING**
LONDON BOROUGH OF HAVERING
SANDERS DRAPER SCHOOL
Suttons Lane, Hornchurch RM12 6RP
Tel: Hornchurch 43068
(Roll 830 Mixed)
Headteacher: G.A. Macalpine, M.A., M.Sc.
Required for April, 1987, Scale 2 Modern Languages Teacher of French and German to take special responsibility for German.
French is taught from year 1 and German is introduced as a second foreign language at the beginning of year 2. Both languages can be taken *to 'A' level. This forward* looking department is well resourced and has its own suite of rooms. Sanders Draper School is 5 minutes walk from Hornchurch Station on the District Line.
Letters of application enclosing full curriculum vitae and the names of two referees should be sent to the Headteacher. (37872) 133620

**KNOWSLEY**
HALEWOOD COMPREHENSIVE SCHOOL
The Avenue, Halewood, Merseyside L26 1UU
(975 pupils on roll, including 148 in Sixth Form)
RE-ADVERTISEMENT - PREVIOUS APPLICANTS CONSIDERED)
SCALE 2 TEACHER OF MODERN LANGUAGES
Required for 1 May 1987; *applicants must be able to* offer spanish.
Further information available from the Headteacher (s.a.e.).
Applications by letter with full c.v. and names of two referees to the Headteacher by 30 January 1987.
(37830) 133620

## Scale 1 Posts

**BERKSHIRE**
THE FOREST SCHOOL
Robin Hood Lane, Winnersh RG11 5NE
NOR: 1051.
Required from 2nd March or as soon as possible thereafter, a temporary or permanent teacher of German and French, Scale 1.
Apply direct to the Headmaster at the school giving *names of two referees* and c.v.
Closing date: 30th January.
Berkshire has a scheme of reimbursement of lodging and removal expenses for permanently appointed candidates.
An Equal Opportunity Employer. (36974) 133622

**BEXLEY**
LONDON BOROUGH
WESTWOOD SCHOOL
The Green, Welling, Kent DA16 2PE
Tel: 01-304 4916
Required as soon as possible, a temporary full-time teacher of French to cover a teachers maternity leave. Scale 1.
Apply by letter with curriculum vitae to the Head Teacher.
(36208) 133622

**BEXLEY**
LONDON BOROUGH
RIVERSIDE SCHOOL
Yarnton Way, Erith DA18 4DW
Tel: 01-310 0111
Group 10 Mixed. Roll: 900
Required for January 1987 a suitably qualified graduate teacher to teach in the Modern Languages Department (French and German - one to examination level).
Rush c.v. plus name and address of one referees to Head Teacher. Please enclose foolscap s.a.e. (36903) 133622

**CAMBRIDGESHIRE**

CITY OF ELY COMMUNITY COLLEGE
Downham Road, Ely, Cambs. CB6 2SH

Required from 16th March, temporary teacher for Modern Languages (Scale 1) to teach across the age and ability range in this new College. Strength in both German and French would be an advantage. This is a temporary post to cover maternity leave.

Application form and details from the Principal (*s.a.e. please*).
(37891) 133622

**EAST SUSSEX**
SEAFORD HEAD SCHOOL
Arundel Road, Seaford BN25 4LX
Comprehensive Mixed. 11-18. Roll: 1150
From February 2nd: temporary Teacher of French (Scale 1) until August 31st, 1987 (cover for maternity leave) to share in the work of a large department.
Applications plus c.v. to the Headmaster together with names of two referees as soon as possible. (36541) 133622

**ISLE OF MAN**
BOARD OF EDUCATION

CASTLE RUSHEN HIGH *SCHOOL*
(Mixed Comprehensive - 852 on roll)

TEACHER OF FRENCH - Scale 1

Required for May, 1987, to join a Modern Languages department of four.

Application forms and further details from the Headmaster, Castle Rushen High School, Castletown, Isle of Man (0624 822588) to whom completed forms should be returned by 31st January, 1987.
(37343) 133622

**KENT**
COUNTY COUNCIL
EDUCATION DEPARTMENT
DARTFORD GRAMMAR SCHOOL FOR GIRLS
Required for Summer Term, 1987 only, a temporary qualified teacher of Modern Languages to teach French throughout the school to 'A' Level. The ability to teach Italian to R.S.A. Level 1 would be an advantage but is not *essential*.
Scale 1 plus London Fringe Allowance.
Letters of application with full curriculum vitae and names and addresses of two referees should be sent to the Headmistress as soon as possible at Shephards Lane, Dartford, Kent DA1 2NT.

NORTH WEST KENT AREA
HEXTABLE SCHOOL
Egerton Avenue, Hextable, Kent BR8 7LU
(Tel: 0322 66621)
Required from beginning of Summer Term (or earlier) teacher of German and French (Scale 1) at this 11-18 mixed Comprehensive School. Both languages have equal status, with option choices in Years 4 and 5. Students have the opportunity to study the subjects to 'A' level. Outer London Allowance of £284 payable. The school is situated in pleasant countryside on the edge of the North Downs close to the London border.
Application, including C.V. and names, addresses and telephone numbers of two people to whom reference may be made, should be made to the Headmaster at the school, as soon as possible.
Possibility to help with temporary housing in approved cases. (36928) 133622

**LEICESTERSHIRE**
COUNTY COUNCIL.
An Equal Opportunity Employer

ROWLEY FIELDS SCHOOL AND COMMUNITY COLLEGE
Lyncote Road, Leicester LE3 2EL

NOR 773

FRENCH SCALE 1

Required immediately for 2 terms a teacher of French and ability of Spanish would be an advantage but not essential.

*Please contact the Headteacher for further details* and application forms SAE. (36582) 133622

**LINCOLNSHIRE**
ST GEORGE'S SCHOOL
Westholme, Sleaford NG34 7PS
*(Group 10 - Roll 754)*
Required for September 1987 or earlier, enthusiastic committed teacher of French. Successful applicant will teach in a new, purpose built, lavishly equipped computerised language centre. Scale 1.
SAE to Head for form and details.
Closing date 23.1.87. (T243). (37962) 133622

**LIVERPOOL**
ASSISTANT TEACHER FOR FRENCH
Scale 1
NOTRE DAME R.C. HIGH SCHOOL (GIRLS) (S.P. SCHOOL)
Everton Valley, Liverpool L4 4EZ
Required for the summer term 1987.
Application forms obtainable (SAE) from the Head Teacher. Please quote ref. no. *P & M 193(b). Closing date:* 26th January 1987.
Liverpool City Council is an Equal Opportunity Employer and welcomes applications irrespective of race, sex, marital status or disability. (36692) 133622

**RICHMOND UPON THAMES**
LONDON BOROUGH OF RICHMOND UPON THAMES

(An equal opportunity employer)

*WHITTON SCHOOL*
Percy Road, Whitton, Twickenham, Middx. TW2 6JW

(11-16 comprehensive, 700 pupils, mixed)

TEMPORARY TEACHER OF GERMAN/FRENCH

Required as soon as possible for the Spring term 1987 only.

The post is available on a full or part-time basis.

Please telephone the school as soon as possible (01-894 4503) giving details of your qualifications and experience, as well as the names and telephone number or address of one referee. (36805) 133622

**SINGAPORE**
UWCSEA
TEACHER OF FRENCH AND/OR GERMAN
For further details see our display advert on Page XX.
(37647) 133622

EAST SUSSEX MUSIC CENTRE

East Sussex

From April 1987:

**SENIOR INSTRUMENTAL TUTOR (OBOE)** — Scale 3

who will also be assistant Director of the South Downs Music Centre. We are looking for somebody who will develop a new music centre for Crowborough, and teach and play in schools and colleges.

Relocation grants in approved cases.

**Application forms available from the County Music Adviser, County Music Centre, Lewes, East Sussex. Telephone (0273) 472336. Closing date: January 30.**

*East Sussex is committed to equal opportunities*

(00927)

## Music

## Heads of Department

**AVON COUNTY**
*COTHAM GRAMMAR* SCHOOL
Cotham Lawn Road, Bristol BS6 6DT
Required from 1st September, 1987, Head of Music and Director of Sixth Form Music Centre (Scale 4).
Further details from and letters of application to the Headteacher immediately giving full c.v. and names and addresses of two referees enclosing s.a.e.
Avon as an equal opportunities employer considers applicants on their suitability for the post regardless of sex, race, disability or sexual orientation. (36490) 133818

**KENT**
COUNTY COUNCIL
EDUCATION DEPARTMENT
MID KENT AREA OFFICE
OLDBOROUGH MANOR SCHOOL
Boughton Lane, Maidstone, Kent ME15 9QL
Head of Music required April 1987, with energy, enthusiasm and organisational ability to develop subject throughout school. Scale 2 or 3 available.
*Foolscap S.A.E. to Head* Teacher for application form and further details.
(36829) 133818

**LINCOLNSHIRE**
WILLIAM FARR (C.E.) *COMPREHENSIVE SCHOOL*
Welton, Lincoln LN2 3JB
Group 9 - Roll 829, 11-16
Required for Summer Term 1987 Head of Music (Scale 3).
SAE to Head for form and details. Closing date 23rd January 1987. (T228). (37329) 133818

**LONDON SE13**
ST. THERESA'S R.C. GIRLS' SCHOOL
Belmont Grove, off Belmont Hill, Lewisham SE13 5DZ
Tel: 01-852 9416
Roll: 586
Required from September 1987, or as soon as possible, Head of Music (Scale 3).
Applications are invited from well qualified and experienced teachers capable of promoting musical education across the whole age and ability range.
Application form and further details from the Headteacher - Sister Margaret Dobbin. (36425) 133818

**OXFORDSHIRE**
*COUNTY COUNCIL*
BANBURY SCHOOL
Ruskin Road, Banbury OX16 9HY
Mixed 11-19 Comprehensive
Required for September, HEAD OF MUSIC and Director of the North Oxfordshire Music School (Scale 4) within *the Performing and Expressive Arts* faculty (Dance, Music, Drama, Visual Arts). Appropriately experienced applicants may wish to be considered for the additional post of HEAD OF FACULTY (Senior Teacher scale) and should indicate accordingly.
*The person appointed* will also be required to act as a TUTOR within the school's pastoral system.
Further details and application form (on receipt of SAE) from the Principal.
An equal opportunity Employer. (37463) 133818

## Scale 2 Posts and above

**BUCKINGHAMSHIRE**
Equal Opportunity Employer
Beaconsfield/Chiltern Area
BRUDENELL SECONDARY SCHOOL
Stanley Hill, Amersham HP7 9HH
Tel: Amersham 6562
Headteacher: Mrs. M. Stephenson, M.A.
Required as soon as possible, teacher of music to take re*sponsibility for the subjects* throughout the school to include examination work and general class music. Orchestra and choir already well established (Sc. 2).
Application form and details available from the Headteacher at the school.
(36533) 133820

**BUCKINGHAMSHIRE**
EQUAL OPPORTUNITY EMPLOYER
AYLESBURY MUSIC CENTRE
c/o ELMHURST COUNTY FIRST SCHOOL
Dunsham Lane, Aylesbury, Bucks. HP20 2DB
Headteacher: A. Freeth
Required April 1987, Full-time peripatetic Brass Teacher (Trombone as main instrument), to work with small groups of children in Aylesbury Schools. Applicants *must have a high personal standard* of performance and Saturday morning work is an essential requirement.
Scale 2 post for suitably qualified applicant. The person appointed must be able to drive and a car allowance is available.
*Application form from, and* to be returned to, Mr. A. Freeth, Head of Aylesbury Music Centre at above address.
Completed applications to be returned by 6 February 1987. (36528) 133820

**KINGSTON UPON THAMES**
ROYAL BOROUGH OF KINGSTON UPON THAMES
TIFFIN SCHOOL
Queen Elizabeth Road, Kingston Upon Thames, KT2 6RL
(A voluntary Controlled Grammar School of 840 boys, 250 in the Sixth Form).
A DIRECTOR OF MUSIC is required for September 1987. You will be responsible for all the school's Choirs, and for the provision for pupils for choral scholarships. There is a strong choral tradition in the School which is exceptionally wide in this field.
Scale 3 post available for a well-equipped teacher.
(Applications will be considered from suitably qualified teachers beginning their careers).
London Allowance [illegible]
Written applications giving full curriculum vitae, the names, addresses and telephone numbers of three referees should be made to the Headmaster at the school from whom further particulars may be obtained. (36228) [illegible]

**KNOWSLEY**
HALEWOOD COMPREHENSIVE SCHOOL
The Avenue, Halewood, Merseyside L26 1UU
(973 pupils on roll, including 148 in Sixth Form)
RE-ADVERTISEMENT. PREVIOUS APPLICANTS CONSIDERED
SCALE 2 MUSIC TEACHER REQUIRED FOR 1 MAY
Application by letter with full c.v. and names of two referees to the Headteacher to be received by 30 January 1987. (37831) [illegible]

**LINCOLNSHIRE**
WILLIAM LOVELL SECONDARY SCHOOL
Stickney, Boston PE22 8 [illegible]
(Group 7 Roll 365) [illegible] T193
Temporary Assistant [illegible] required to teach music [illegible] some art to cover [illegible] leave (re-advertisement) Scale 2 available for [illegible] applicant.
SAE to Head for form and details.
Closing date 30th January 1987. (37784) [illegible]

**SOMERSET**
COUNTY COUNCIL
DEVELOPMENT PLAN FOR MUSIC IN SOMERSET
APPOINTMENT OF MUSIC TEACHER (INSTRUMENTS)
(For further details please see under the Somerset county *advertisement on Page* [illegible])
(36331)

**SUTTON**
See Independent Schools other than by Subject, Heads of Department, Stowford College.
(37669)

## Scale 1 Posts

**AVON COUNTY**
AVON MUSIC CENTRE
6 Iddesleigh Road, Redland, Bristol BS6 6YJ
Required from 2nd [illegible] 1987, peripatetic [illegible] Teacher to teach all types of instruments to Groups of children in Primary and Secondary Schools in the Bath area [illegible] essential. Mileage allowance payable. Fixed term contract to 26th April, 1987 [illegible] maternity leave.
Applications immediately by letter with c.v. and names of two referees to Head of Music Centre, address as above.
Avon as an Equal Opportunities employer considers applicants on their suitability for the post, regardless of sex, race, disability or sexual orientation. (36489) [illegible]

**BARKING AND DAGENHAM**
LONDON BOROUGH OF BARKING AND DAGENHAM
BARKING ABBEY COMPREHENSIVE SCHOOL
Sandringham Road, Barking, Essex
Tel: 01-594 4544
(Roll 1411)
*Required as soon as possible* [illegible]
A suitably qualified [illegible] *of Music*, Scale 1 plus [illegible] per annum Inner London Allowance.
Reimbursement of removal expenses in approved cases.
Letters of application to be addressed to the Head*teacher giving full c.v. and* names and addresses of two referees one of whom should be your present or immediate past employer.
An equal opportunity employer. (36609) [illegible]

**KINGSTON UPON THAMES**
ROYAL BOROUGH OF KINGSTON UPON THAMES
TIFFIN SCHOOL (BOYS) [illegible]
Director of Choral Music required.
Please see under [illegible] posts). (36223)

**SHROPSHIRE**
EDUCATION COMMITTEE
An Equal Opportunity Employer
RHYN PARK SCHOOL
St Martins, Oswestry
Shropshire SY10 7BD
Tel: Oswestry 77[illegible]
11-16 mixed comprehensive school
Required for September 1987, permanent, Full-time [illegible] Teacher for music, a [illegible] tive and committed [illegible] cian responsible for [illegible] in the expressive arts [illegible] The successful [illegible] will teach pupils of all [illegible] *and abilities in* [illegible] comprehensive situation [illegible] active musical area.
Application forms and details from the Head [illegible] required). (36627) [illegible]



## SECONDARY MUSIC
continued

**SUFFOLK**
FELIXSTOWE COLLEGE
Felixstowe IP11 7NQ
(Girls Boarding, 340 girls aged 11 to 18)
Required for September 1987 three top-level musicians to facilitate further expansion in an outstanding department. Opportunities include piano tuition to diploma standard and college entrance, with accompanying; classroom teaching throughout school to G.C.S.E. and 'A' Level; violin teaching to diploma standard; *part-time or* full time junior choral work and concert and Chapel events.
Further details available from Headmistress's Secretary. Full applications to be received by January 29th 1987. (36691) 133822

## Pastoral

## Heads of Department

**ESSEX**
MARK HALL COMPREHENSIVE SCHOOL
First Avenue, Harlow CM17 9LR
Tel: Harlow 39121
(Roll 1018)
YEAR HEAD/CURRICULUM LEADER, SCALE 4
Required April to join the senior management team. Well equipped school. Pilot school for DES Records of Achievement. Closing date: 30th January, 1987.
Apply to Headteacher for further details (foolscap s.a.e. please). (36603) 134018

**HEREFORD AND WORCESTER**
COUNTY COUNCIL

SOUTH BROMSGROVE HIGH SCHOOL
Charford Road, Bromsgrove B60 3NL

Head of Year Three (intake year) required in this 13-18 Upper School from 29th April, 1987. Scale 4 though a Senior Teacher *post could be available for* an exceptional applicant able to offer significant additional contributions.

The School has a well-developed pastoral system, integrated into the academic life of the school. Applicants with proven leadership qualities and pastoral interest are invited to continue the development of this important aspect of school organisation. Liaison with feeder Middle Schools, academic placements of pupils on arrival and all necessary monitoring of pupils' progress are essential expectations, together with innovative pastoral Leadership and daily oversight of the Year.

Applicants should telephone for further details *before applying* (0527 -79916). (36613) 134018

## Scale 2 Posts and above

**DEVON**
COUNTY COUNCIL
Please see display advertisement on Page 44.
(37860) 134020

## Physical Education

## Heads of Department

**HERTFORDSHIRE**
EDUCATION DEPARTMENT
Advisory Teacher for Physical Education.
See display ad. under Admin. Les. (36270) 134218

**HERTFORDSHIRE**
THOMAS BOURNE CHURCH OF ENGLAND (AIDED) MIDDLE SCHOOL
See advertisement under: Middle School Education, Physical Education, Heads of Department. (36261) 134218

## Scale 2 Posts and above

**CUMBRIA**
SOLWAY SCHOOL
Liddel Street, Silloth, Carlisle CA5 4DR
(County Comprehensive, m 11-16, nor 250)
A teacher in charge of GIRLS P.E. Scale 2 required for April 1987. Applicants must offer strong second teaching subject and be interested in another area of curriculum development.
Application forms from and returnable to the Head by 30th January 1987. (36397) 134220

**ISLES OF SCILLY**
ISLES OF SCILLY SCHOOL
See: Teacher of History and Girls P.E. under History.
(36470) 134220

## Scale 1 Posts

**BARKING AND DAGENHAM**
LONDON BOROUGH OF *BARKING AND DAGENHAM*
BARKING ABBEY COMPREHENSIVE SCHOOL
Sandringham Road, Barking, Essex
Tel: 01-594 4544
(Roll 1411)
Required from 1st January 1987:
Assistant teacher of Boys' P.E. Scale 1 plus £1110 per annum Inner London Allowance.
Reimbursement of removal expenses in approved cases.
Letters of application are to be addressed to the Headteacher giving full c.v. and the names and addresses of two referees one of whom should be your present or immediate past employer.
An equal opportunity employer. (36611) 134222

**BERKSHIRE**
*THE FOREST SCHOOL*
Robin Hood Lane, Winnersh RG11 5NE
N.O.R.: 1051
Required for Summer term or earlier if possible, scale 1 teacher of Physical Education in this boy's Comprehensive School. Full fixture list in all major sports.
Apply direct to the Headmaster at the school giving names of two referees and C.V.
Closing date: 30th January.
Berkshire has a scheme of reimbursement of lodging and removal expenses.
An Equal Opportunity Employer. (36276) 134222

**BUCKINGHAMSHIRE**
Equal Opportunity Employer
Beaconsfield/Chiltern Area
BEACONSFIELD SECONDARY SCHOOL
Wattleton Road, Beaconsfield HP9 1RW
Tel: Beaconsfield 3450/4311
Acting Headmaster: Mr. M.H. Stanyon, B.A.
Required from Easter, 1987 full time teacher of Physical Education, Boys. Ability to offer History/Geography also required.
*Temporary appointment for* 1 term.
Application forms and details available from the Headteacher at the school.
(36565) 134222

**ESSEX**
THE HARWICH SCHOOL
Hall Lane, Dovercourt, Harwich CO12 3TG
Tel: Harwich 506272
(Roll 1400: Group 12: 11-18)
BOYS' PHYSICAL EDUCATION SCALE 1
Required September, 1987, excellent facilities including playing fields, gymnasium and sports hall. Well organised progressive department.
Curriculum vitae and names of two referees to Headteacher (foolscap s.a.e. please).
(36357) 134222

EDUCATION DEPARTMENT

**Advisory Teacher for Physical Education**

Applications are invited for the post of Advisory Teacher for Physical Education in the County. Successful, broadly based teaching of physical education in schools is essential and an interest in the teaching of Gymnastics and Rugby would be an advantage.

Salary – Burnham Scale 3 or 4 (according to experience) plus London Fringe Allowance £282. An essential car user allowance will be paid.

The County Council also has an attractive recruitment incentive scheme.

The person appointed will be required to teach throughout the County from a mutually convenient base.

**Further details, including information about the recruitment incentive scheme and an application form may be obtained from the County Education Officer (Ref: DMS/108), County Hall, Hertford SG13 8DF, telephone Hertford 555821, and these should be returned by 30th January 1987.** (16551)

Hertfordshire County Council
An Equal Opportunity Employer

**HARINGEY**
LONDON BOROUGH OF HARINGEY
THE SCHOOL OF ST. DAVID & ST. KATHARINE
Hillfield Avenue, London N8 7DT
Headmaster: D.F. Caveen, B.Sc.
Church of England Voluntary Aided Mixed 11-18 Comprehensive
1100 *on roll*
TEACHER OF GIRLS' P.E.
Temporary Scale 1 post
Required as soon as possible to cover for maternity leave and to join a thriving, well resourced department which is developing mixed P.E. with the younger forms. There is on-site sports hall, gym and hard-court areas and off-site playing fields. The temporary post can be offered on Scale 2 to a suitably experienced candidate.
Letters of application to Headmaster, or Tel: 01-348 6292 for further information.
Closing date: 30th January. (37471) 134222

**HEREFORD AND WORCESTER**
COUNTY COUNCIL

MARTLEY, THE CHANTRY HIGH SCHOOL
Martley, Worcester WR6 6QA

(11-16)

Required from Easter, 1987, a Scale 1 lively and enthusiastic teacher of P.E. and Games to be responsible for teaching the subject to Girls throughout this 11-16 school.

An application form and further details may be obtained from the Headteacher on receipt of a stamped, addressed envelope. (36514) 134222

**HERTFORDSHIRE**

MELBOURNE VILLAGE COLLEGE
The Moor, Melbourne, Royston, Herts.

Required immediately, temporary full time teacher of BOYS PHYSICAL EDUCATION and GAMES for the Spring Term and/or Summer Term (Scale 1) at this well equipped Cambridgeshire Comprehensive Village College.

Immediate applications to the Warden at the College (Tel: Royston 60403).
(37898) 134222

**HOUNSLOW**
CHISWICK SCHOOL
Burlington Lane, Chiswick W4 3UN
Tel: 01-747 0031
Headteacher: Mr S.S. Hurrell, B.Sc.
Required for January 1987 a Scale 1 teacher of Girls' Physical Education.
Chiswick is a recently declared community school based in a pleasant part of the London Borough of Hounslow, with easy access to Central London and the M.3 and M.4 motorways. *It is a mixed* school of 1,000 pupils drawn from a wide multi-ethnic background and offers educational and recreational opportunities to the local community.
The School has excellent sports facilities comprising a Sports Hall with gymnasium, 5 *badminton* courts and 2 squash courts. There is a floodlit, hardplay area and a separate gymnasium. The emphasis in the lower school is on basic games and movement Specific sports and activities feature from the 3rd year. Health related fitness is an integral part of the curriculum.
*Letters of application to the* Headteacher giving details of qualifications and names and addresses of two referees (s.a.e. foolscap please) within seven days.
London Allowance £726 per annum.
WE ARE AN EQUAL OPPORTUNITY EMPLOYER.
(36308) 134222

**KENT**
COUNTY COUNCIL
EDUCATION DEPARTMENT
BARTON COURT GRAMMAR SCHOOL FOR GIRLS
Longport, Canterbury
Tel: (0227) 464600
Teacher of Physical Education at this selective girls' school for 490 girls aged 11-18 required as soon as possible.
Possibility of scale 2 for additional responsibilities.
Further particulars and an application form can be obtained from the Headmistress at the school upon receipt of a stamped addressed envelope.
*Applications without s.a.e.* cannot be acknowledged.

WEST KENT AREA
HALSTEAD PLACE SPECIAL SCHOOL
Church Road, Halstead, Kent TN14 7SQ
Group 5(S)
Required for this Special School for Children with Moderate Learning difficulties, a teacher for boys P.E. and Games. The successful applicant would be expected to co-ordinate physical education throughout the school. Approximately half of the timetable would involve classroom based *studies*.
The post involves working an average of fifteen hours extraneous duty per week, for which there is an annual payment of £2,949.
There is the possibility of single accommodation on the Campus.
*Application forms* and further details available from the Headmaster Tel: Knockholt 33294. (36830) 134222

**MIDDLESEX**
THE NORTH LONDON COLLEGIATE SCHOOL
*Middlesex*
Required for September 1987 an Assistant Mistress to teach all aspects of Physical Education throughout the School. The Physical Education curriculum includes Gymnastics, Dance, Netball, Lacrosse, Tennis, Athletics, Rounders and Swimming. A wide range of activities is offered to Senior girls. Expertise in lacrosse would be an advantage.
Apply in writing, giving the names of two referees to the Head Mistress, The North London Collegiate School, Canons, Edgware, Middlesex *HA8 7RJ*.
(Independent School - 800 girls). (36476) 134222

**SEFTON**
METROPOLITAN BOROUGH OF SEFTON
STANLEY HIGH SCHOOL
Fleetwood Road, Southport, Merseyside PR9 9TF
READVERTISEMENT
TEMPORARY TEACHER (Scale 1)
Required for BOYS' P.E. as soon as possible. This post may become permanent.
Previous applicants auto*matically considered*.
Application forms and further details may be obtained, on receipt of s.a.e., from the Headteacher of the School, to whom completed forms must be returned by 30th JANUARY 1987. (36614) 134222

## Religious Education

## Heads of Department

**ESSEX**
DAVENANT FOUNDATION SCHOOL
Chester Road, Loughton, Essex IG10 2LD
(5-f.e. Voluntary Aided, co-educational comprehensive, 180 in Sixth Form)
HEAD OF RELIGIOUS EDUCATION (SCALE 3 PLUS LONDON FRINGE *ALLOWANCE)*
Required for April 1987 a well qualified and experienced person to act as Head of Religious Education in this non-demoninational Christian School.
Application Forms and further details are available from the Headmaster at the School. (37457) 134418

**ESSEX**
DAVENANT FOUNDATION SCHOOL
Chester Road, Loughton IG10 2LD
Tel: Theydon Bois 2608
(Co-educational comprehensive)
(5 FE Voluntary Aided: Roll 939: 180 Sixth Form)
HEAD OF RELIGIOUS EDUCATION, Scale 3
(London Fringe Allowance)
Required for April, 1987, a well qualified and experienced person to act as Head of R.E. in this non-denominational Christian School.
Application forms and *further details are available* from the Headteacher at the school (foolscap s.a.e. please). (36600) 134418

**HAVERING**
LONDON BOROUGH OF HAVERING
REDDEN COURT SCHOOL
Cotswold Road, Harold Wood, Romford RM3 0TS
Tel: Ingrebourne 42293
*(Roll 749 Mixed)*
Headteacher: B.A. Groome, M.A.
HEAD OF R.E. DEPARTMENT, Scale 2
A suitably qualified, experience and enthusiastic teacher is required for April 1987 to take responsibility for R.E. throughout the school. Established courses are currently taught to CSE, 'O' and GCSE Level.
Letters of application enclosing full curriculum vitae and the names of two referees should be sent to the Headteacher. (37873) 134418

## Scale 2 Posts and above

**NORFOLK**
COUNTY COUNCIL

EDUCATION DEPARTMENT

ST. EDMUNDS R.C. V.A. SECONDARY SCHOOL
Kennedy Avenue, Gorleston, Gt. Yarmouth NR31 6TB

N.O.R. 185. (11-16 Mixed)

Required April 1987 enthusiastic teacher to lower school Religious Education and English.

Scale 2 available for suitably qualified candidate.

The successful candidate will be expected to take an active part in the religious life of the school and to assist in the organisation and development of lower school pastoral programme. (Previous applicants need not re-apply).

Closing date 30.1.87.

Further details and application form available from the Headteacher at the school (s.a.e. please).
(37885) 134420

**LINCOLNSHIRE**
CORDEAUX HIGH SCHOOL
High Holme Road, Louth LN11 0RG
(Group 9 - Roll 714)
HEAD OF R.E. - Scale 2
Required for Easter 1987, an experienced teacher to take charge of the subject throughout the school. The current holder of the post has developed work on Drugs Education, on Social, Personal and Moral Education and on a Multi-Disciplinary enquiries approach to Humanities in the Upper School. It is hoped that the person appointed will be able to continue and develop this.
SAE to Head for form and details.
*Closing date* 23.1.87. (T242). (37964) 134420

**SUTTON**
See Independent Schools, other than by Subject, Heads of De*partment, Stowford College*. (37670) 134420

**WEST SUSSEX**
RELIGIOUS STUDIES TEACHER
FELPHAM COMPREHENSIVE SCHOOL
See under Secondary, Humanities Scale 2. (36317) 134420

*Somerset County Council*

AN EQUAL OPPORTUNITIES EMPLOYER

APPLICATIONS ARE INVITED FROM QUALIFIED TEACHERS FOR THE FOLLOWING POSTS. UNLESS INDICATED OTHERWISE APPLICATION FORMS AND DETAILS (S.A.E FOOLSCAP) FROM THE HEAD AT THE SCHOOL.

### SECONDARY EDUCATION

**KINGS OF WESSEX COMMUNITY UPPER SCHOOL, CHEDDAR.**
**(13–18 MIXED COMPREHENSIVE, NOR 900)**

1. For April or September 1987, COMMUNITY TUTOR, SCALE 3. With responsibilities at this newly designated Community School and for developing community education throughout the catchment area schools.
2. For April or September 1987 a musician for the school and the community as HEAD OF MUSIC AND EXPRESSIVE ARTS – SCALE 2 or 3. Alternatively a scale 1 music only post could also be considered. To establish a Music Centre here to teach general music, GCSE and A level, to lead the extra curricular music and to co-ordinate this with the work in drama.

Interviews will be held on 18th February 1987.

**BUCKLERS MEAD SCHOOL, YEOVIL.**
**(11–16 MIXED COMPREHENSIVE, NOR 1,200)**

For September 1987, permanent TEACHER, SCALE 2, to teach French throughout the school.
Closing date 30th January 1987.

**SYDENHAM COMMUNITY SCHOOL, BRIDGWATER.**
**(11–16 MIXED COMPREHENSIVE, NOR 800)**

Required as soon as possible, TEACHER OF CHEMISTRY, SCALE 1. The successful applicant will be required to teach combined Science courses in Years 1 and 2, Physical Science to Year 3, and Chemistry to GCSE level.
Further details may be obtained from the Head to whom letters of application, including CV and *the names and addresses of two* referees should be sent.
Closing date 26th January 1987.

### MIDDLE EDUCATION

**FAIRLANDS SCHOOL, CHEDDAR.**
**(9–13 MIXED MIDDLE SCHOOL, NOR 387)**

For April 1987, HEAD OF ENGLISH AND DRAMA, SCALE 3, for this purpose-built middle school.
Closing date 30th January 1987.

### PRIMARY HEADSHIPS

For September 1987, Headteachers for the following schools:
1. MILFORD COUNTY JUNIOR SCHOOL, YEOVIL. GROUP 6
2. ASHCOTT COUNTY PRIMARY SCHOOL, BRIDGWATER. GROUP 3
3. BOWLISH COUNTY INFANTS SCHOOL, SHEPTON MALLET. GROUP 2

For all three appointments, application form and further details from the Staffing (T) Section, Education Department, County Hall, Taunton, Somerset TA1 4DY.
Closing date 29th January 1987.

### PRIMARY DEPUTY HEADSHIP

**ST. ANDREW'S VC PRIMARY SCHOOL, GROVE TERRACE, TAUNTON. (NOR 220)**

For April 1987, an experienced and forward-looking teacher for the post of DEPUTY HEAD for this Group 4 school. Readvertisement – Previous applicants need not reapply and will be considered.
Application form, details of the post, and details of interview procedure, from the Head at the school.
Closing date 24th January 1987.

### PRIMARY EDUCATION

**EAST HUNTSPILL COUNTY PRIMARY SCHOOL, NR BURNHAM-ON-SEA. (NOR 70)**

For April 1987, or sooner if possible, TEACHER, SCALE 1, to teach lower juniors. An interest in music, sport an advantage.
*Closing date 23rd January 1987.*

**DEVELOPMENT PLAN FOR MUSIC IN SOMERSET**

RE-ADVERTISEMENT – APPOINTMENT OF MUSIC TEACHER (INSTRUMENTS) For April 1987. As a first phase in a new Development Plan for Music in Somerset, the Education and Cultural Services Committee seeks to appoint suitably qualified and experienced teachers of musical instruments. Two areas of the County have been identified for this first phase:–
Bridgwater/Burnham-on-Sea/Cheddar Valley (Area 1)
Shepton Mallet/Bruton/Castle Cary/Wincanton (Area 2)
There is a vacancy for the following post:
STRINGS – VIOLIN (area 2)
The development of high quality string playing – individual and esemble – is an important ingredient in the Somerset Plan.
Therefore, the most serious consideration will be given to all applications received, but an ability to teach according to Suzuki principles (and/or a willingness to train with the British Suzuki Institute) could be an advantage.
Somerset visiting instruments *teachers will be responsible to*, and will work closely with, a music coordinator for the area.
The post will require close involvement in area Music activity on Saturday mornings.
A scale 2 allowance will be paid to candidates with Burnham qualifications who have relevant previous experience, and an *essential car user allowance will be paid*.
Application form and further details from the Staffing (T) Section, County Hall, Taunton, Somerset TA1 4BR.
Closing date 17th February.

AN EQUAL OPPORTUNITIES EMPLOYER

(03191)

## SECONDARY RELIGIOUS EDUCATION
continued

### Scale 1 Posts

**AVON COUNTY**
RE-ADVERTISEMENT
FILTON HIGH SCHOOL
New Road, Stoke Gifford,
Bristol BS12 6QT
Required immediately, teacher of Religious Education and English to cover for maternity leave. Appointee will join a strong and supportive departments. You must be prepared to act as tutor to a mixed ability group in a well established House system. Fixed term contract to 26th April 1987.
Letters of application to the Headteacher immediately giving full c.v. and names and addresses of two referees enclosing s.a.e.
Avon as an equal opportunities employer considers applicants on their suitability for the post regardless of sex, race, disability or sexual orientation. (36487) 134422

**BARNET**
LONDON BOROUGH
FINCHLEY CATHOLIC HIGH SCHOOL
Woodside Lane, London N12 8TA
Tel: 01-445 0105
V.A. Boys'. 11-18. Roll 800. Sixth Form 140
Required September 1987 or earlier if possible, a well qualified graduate who is a practising Roman Catholic to teach RELIGIOUS EDUCATION at all levels throughout the school. The ability to offer a subsidiary subject would be an distinct advantage. The post would be very suitable for new entrants to the profession. Scale 1.
Removal expenses and separation allowances available.
Application form and further details obtainable on written application to the Headmaster.
Director of Educational Services. (36442) 134422

### Science

### Heads of Department

**AVON COUNTY**
ST. MARY REDCLIFFE & TEMPLE C.E., V.A SCHOOL
Somerset Square, Bristol BS1 6RT
(11-18 Church of England Comprehensive)
Required from 1st September 1987, Head of Science (Scale 4). We require a well qualified and experienced teacher to lead a well established team in this Sixth Form entry drawing from the whole of Avon.
Further details from and letters of application to the Headteacher immediately giving full c.v. and names and addresses of two referees enclosing s.a.e.
Avon is an equal opportunities employer. (36491) 134818

**DORSET**
TWYNHAM COMPREHENSIVE SCHOOL
Soper's Lane, Christchurch BH23 1LJ
(age range 11-16)
Head of Physics, Scale 3 required from 27th April or 1st September, 1987.
Application form and further details from The Headteacher on receipt of s.a.e. Completed application forms returnable by 6th February 1987. (36728) 134818

**DUBAI**
THE RASHID SCHOOL FOR BOYS
Substantial Tax free salaries.
See Overseas.
(37582) 134818

**EAST SUSSEX**
MARGARET HARDY SCHOOL FOR GIRLS
Ladies Mile Road, Brighton BN1 8PB
Comprehensive mixed, 11-16. Roll: 764
From September 1: Head of Science Department (Scale 4). An experienced teacher is required to lead a team dynamically. An interest in the Physical Sciences would be an advantage.
Relocation grants in approved cases.
Application forms (see please) from and returnable to the Headteacher.
(36686) 134818

**HARINGEY**
LONDON BOROUGH OF HARINGEY
THE SCHOOL OF ST. DAVID & ST. KATHARINE
Hillfield Avenue, London N8 7DT
Headmaster: D.F. Caveen, B.Sc.
Church of England Voluntary Aided Mixed 11-18 Comprehensive
1100 on roll
HEAD OF PHYSICS, Scale 3 Required for Easter, 1987. The Science Department has nine full time teaching staff, four full time technicians and well equipped laboratories in a separate Science Block.
Applications are invited from experienced candidates who are committed to providing a stimulating and balanced curriculum to girls and boys of all ages and abilities.
Vacancy occurs because of promotion of present post holder.
Accommodation may be available with this post.
Further information and application forms from the Headmaster (s.a.e. please). Closing date: 30th January. (37469) 134818

**HAVERING**
LONDON BOROUGH OF HAVERING
SANDERS DRAPER SCHOOL
Suttons Lane, Hornchurch RM12 6RT
Tel: Hornchurch 43068
(Roll 830)
Headteacher: G.A. Macalpine, M.A., M.Sc.
Required for April 1987 Head of Biology Scale 2. Biology is a popular option and is taught to 'A' Level. The school has well equipped laboratories, a greenhouse, pond and its own live-stock. Experience with general science in Years 4 and 5 would be an advantage. Sanders Draper School is 5 minutes walk from Hornchurch Station on the District Line.
Letters of application enclosing full curriculum vitae and the names of two referees should be sent to the Headteacher. (37875) 134818

**KENT**
COUNTY COUNCIL
EDUCATION DEPARTMENT
EAST KENT AREA
CLARENDON HOUSE GRAMMAR SCHOOL FOR GIRLS
Clarendon Gardens, Ramsgate
Roll 566
Applications are invited from well qualified, experienced teachers for the post of Head of Science Scale 4, with effect from September 1987.
Further details of this senior post may be obtained from the Headmistress (s.a.e. please) to whom letters of application, with the names and addresses of two referees, should be forwarded by Monday, 2nd February.

EAST KENT AREA
ST ANSLEM'S CATHOLIC COMPREHENSIVE SCHOOL
Old Dover Road, Canterbury CT1 3EN
5 form-entry 11-19 co-ed
NOR 805
Head of Physical Sciences (Scale 3) is required for April 1987. A well qualified and experienced graduate is sought to share in the management of a well-developed enthusiastic department with modern laboratories offering G.C.S.E. and 'A' level courses.
The school is part of the TVEI Scheme and a suitable applicant would have the opportunity to teach electronics within this scheme.
Application form and further details available from the Headmaster (SAE please). (36831) 134818

### Scale 2 Posts and above

**BEDFORDSHIRE**
EDUCATION SERVICE
COUNTY STAFF (SUPPLY) TEAM
Required for April to join this permanent team:-
MATHS AND SCIENCE, Scale 3
Applicants should have a wide range of Maths and Science experience and an ability to teach both subjects to examination level would be an advantage.
SCIENCE, Scale 3
Applicants should have a wide range of Science experience with pupils aged 9-18.
Ownership of a car is essential.
Essential Care Users Allowance.
Assisted car purchase scheme.
Application forms and full details from D.P.J. Browning, Chief Education Officer, County Hall, Bedford. (Ref: SS/SSTI).
Closing Date: 29th January, 1987.
The Council is an equal opportunity employer, and welcomes applications from members of ethnic minority groups, disabled persons and all other sections of the community. (36619) 134820

**BEXLEY**
LONDON BOROUGH
HOWBURY GRANGE TECHNICAL SCHOOL
Slade Green Road, Erith, Kent DA8 2HX
Tel: 0322 347831
Required from 27th April 1987 a teacher of Science Scale 2 to be second in the Science Department. The work combines examination class teaching with general Science in the Lower School. The candidate should be able to offer Chemistry to GCSE level.
Further details available from Head Teacher.
Closing date for applications is 30th January 1987. (36299) 134820

**ESSEX**
PELHAM & DAWS HALL FIELD STUDY CENTRE
Brent Pelham & Lamarsh, Nr. Bures, Suffolk
ASSISTANT WARDEN.
Burnham Scale 2
Required as soon as possible to help run Field Courses at both Centres and undertake preparation work, management and scientific recording. Closing date: 30th January, 1987.
Application forms and further details from North West Area Education Office, Crossman House, Station Approach, Braintree CM7 6QA (foolscap s.a.e. please). (36389) 134820

**HAMPSHIRE**
QUEEN MARY'S COLLEGE
1050 Mixed
Required for April or September, 1987 in this Group XIV comprehensive sixth-form college, a tutor of Physics to GCE Advanced level. Applicants should be willing to contribute to the College's Main Study (non-examination) programme. All staff are appointed as personal tutors as well as subject specialists. There is a possibility of a scale post for a suitable applicant.
S.A.E. to the Acting Principal, Queen Mary's College, Cliddensden Road, Basingstoke, Hants. RG21 3HF for details.
The County Council pursues a policy of equality of opportunity. Applications particularly welcome from people with disabilities.
(36322) 134820

**HAVERING**
LONDON BOROUGH OF HAVERING
MARSHALLS PARK SCHOOL
Havering Drive, Romford RM1 4BD
Tel: Romford 24134
(Roll 1297 Mixed)
Headteacher: Mrs K.M. Philips, B.A. (Hons.), M.Phil.
Required for April 1987, Scale 2 teacher of Physical Science to join a well organised and forward looking department which has recently undertaken a complete review of teaching programmes for Years 1 to 5. The person appointed will be responsible for the integrated science course for Years 4 and 5.
Letters of application enclosing full curriculum vitae and the names of two referees should be sent to the Headteacher by 30th January, 1987. (37876) 134820

**KENT**
COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH WEST KENT AREA
MEOPHAM SCHOOL
Wrotham Road, Meopham, Kent
700 mixed
A High School under the Thames-side Scheme. A teacher required for any of the Science disciplines, but preferably a Chemist, as soon as possible, in the first instance to administer the 'Science at Work' Mode III CSE with the present Fifth Year and through to GCSE with the present Fourth Year. In September 1987 the school is to adopt a Combined Science approach in the Upper School at GCSE using Nuffield 13-16 material. The person appointed would be expected to participate in the setting up to the course and must be committed to this type of modular approach. A school-written combined course runs in the Lower School.
Applications to the Headteacher at the school.
Closing date: 30/1/87.
Possibility of help with temporary housing in approved cases. (36832) 134820

**LONDON SE22**
JAMES ALLEN'S GIRLS' SCHOOL
East Dulwich Grove, London SE22
GSA - 810 girls
Required for April 1987, an assistant teacher to teach Chemistry.
See the Independent section for full details.
(36419) 134820

**RICHMOND UPON THAMES**
LONDON BOROUGH OF RICHMOND UPON THAMES
(An equal opportunity employer)
TEDDINGTON SCHOOL
Broom Road, Teddington, Middlesex TW11 9PJ
(11-16 Mixed Comprehensive - 1040 on roll)
Headteacher: J.R.W. Oliver, M.A.
Required from April 1987, HEAD OF BIOLOGY DEPARTMENT, Scale 2 Plus Outer London Allowance of £726 p.a.
The Science Department has seven well-equipped laboratories and the teachers are supported by two full-time technicians (or the equivalent).
The Department is taking a full part in the TVEI scheme. This is an ideal opportunity for an enterprising and imaginative teacher to take charge of the development of a foward looking department in an expaning school.
The school, which is in a very pleasant area with grounds extending to the banks of the Thames, is within easy reach of central London.
Applicants may telephone (01-943 0033) for information about the post or the school, or to request an application form and further particulars.
Please send the form or a letter to the Headteacher at the school, giving qualifications and experience as well as the name and telephone number of at least one referee, by Friday 30th January 1987. (36804) 134820

**SURREY**
EDUCATION COMMITTEE
GENERAL SCIENCE TEACHER
HINCHLEY WOOD SCHOOL
Esher
See under 'Secondary. Science, Scale 1 posts'.
(37798) 134820

**WEST SUSSEX**
HAZELWICK SCHOOL
Three Bridges, Crawley, Sussex
Required for April, 1987 an honours graduate as Senior Physics Teacher SCALE 3 to be responsible for the subject within the Science Department in this well established 12/18 coeducational comprehensive school.
Nuffield courses are taught throughout (55 'A' level Physics candidates) and teaching across the whole age and ability range up to Open Scholarship.
Application form and details from the Headmaster on receipt of foolscap s.a.e. Closing date 14 days after appearance of advertisement.
(37791) 134820

**WILTSHIRE**
DAUNTSEY'S SCHOOL
West Lavington, Devizes
Wiltshire SN10 4HE
H.M.C., Co-educational ... 18, boarding & day ...
Special link with ... Comprehensive School (11-16)
Required for September ... a well-qualified and ... tic graduate CHEMIST ... an expanding, well-... and successful ... teaching to all levels ... level and Oxbridge ... post could suit either ... qualified graduate ... experienced teacher.
Salary: according to ... ifications and experience ... certainly above Burnham ... II.
Applications with ... and two referees to the ... Master, Lavington ... 2446, from whom further ... lars may be obtained.
Closing date for ... tions: 10th February.
(36684)

### Scale 1 Posts

**AVON COUNTY**
ST BERNADETTE R.C. COMPREHENSIVE SCHOOL
Fossedale Avenue, Whitchurch, Bristol ...
(11-18 Co-ed, Comprehensive)
Required from 27th ... 1987, or as soon as possible thereafter, a Teacher of ... ce able to offer some ... Technology. The school is ... ated on the southern ... of Bristol and within ... minutes drive of open ... side.
Further details from ... ters of application to the ... teacher immediately giving ... c.v. and names and addresses of two referees, enclosing s.a.e.
Avon is an equal opportunities employer. (37341) ...

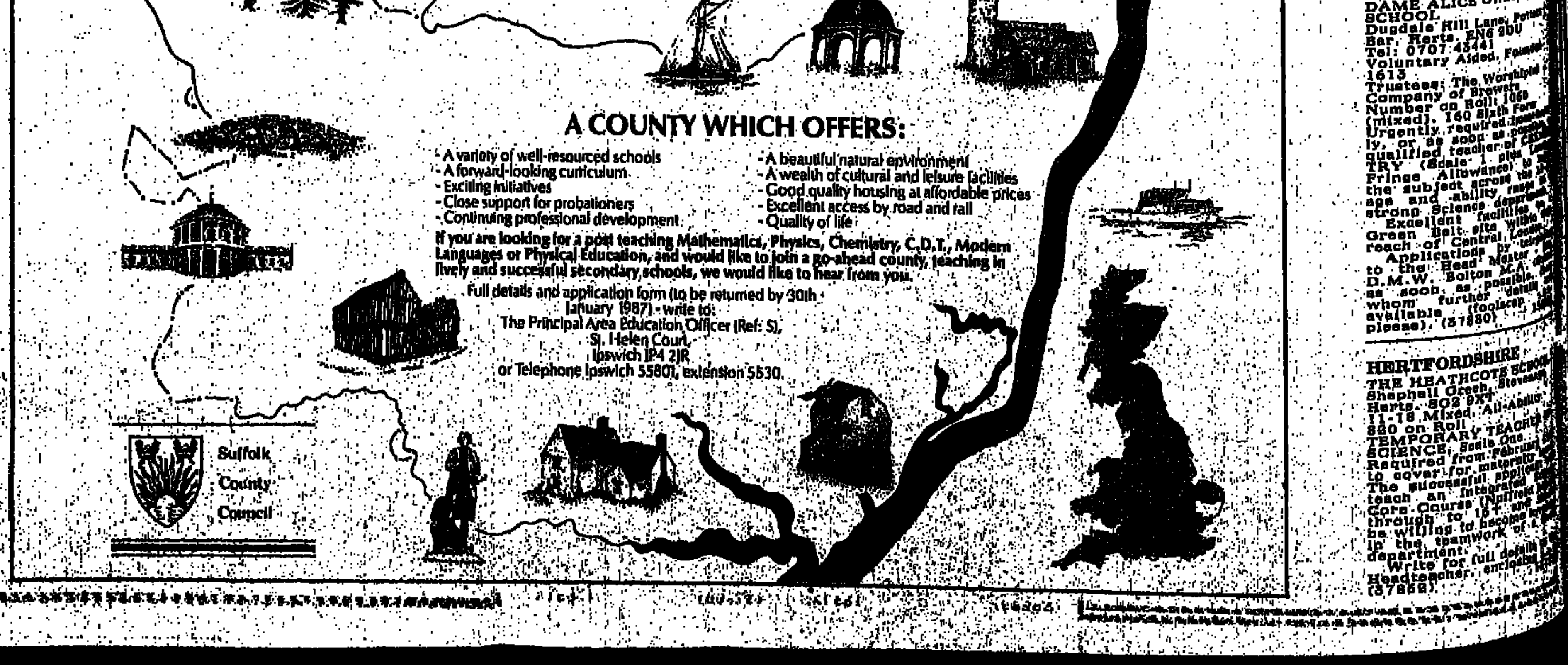
**BERKSHIRE**
FURZE PLATT COMPREHENSIVE SCHOOL
Furze Platt Road, Maidenhead SL6 7NQ
Required September, ... earlier if possible a ... teacher of Physics in ... F.E. co-educational school ... the edge of Maidenhead ... ferably able to teach ... level but not essential ... post is suitable for either ... experienced teacher ... appointment.
Please apply immediately ... Headmaster with c.v. ... equivalent information ... naming 2 referees. ... information available from ... school. Tel: Maidenhead 25308. No closing date.
Berkshire has a scheme ... reimbursement of lodging ... removal expenses.
An Equal Opportunity Employer. (36278) ...

**DUDLEY**
METROPOLITAN BOROUGH
Equal Opportunities Employer
KING EDWARD VI COLLEGE
Lower High Street, Stourbridge, West Midlands DY8 1TD
(16-19 6th Form College)
For January, or as soon as possible thereafter, Scale 1 TEACHER OF PHYSICS to 'A' level.
Details/Application forms from and returnable to Principal by 28th January. (37965) ...

**EAST SUSSEX**
NEWLY QUALIFIED TEACHERS
See general advertisement Page 58. (36579) ...

**HERTFORDSHIRE**
DAME ALICE OWEN'S SCHOOL
Dugdale Hill Lane, Potters Bar, Herts. EN6 2DU
Tel: 0707 43441
Voluntary Aided. Founded 1613
Trustees: The Worshipful Company of Brewers
Number on Roll: 1060 Sixth Form (mixed). 160 Sixth Form ...
Urgently required as soon as possible, or as soon as possible, a qualified teacher of CHEMISTRY (Scale 1 plus London Fringe Allowance) to teach the subject across the ... age and ability range ... strong Science department ... Excellent facilities ... Green Belt site within ... reach of Central London ...
Applications by letter ... to the Head Master, ... D.M.W. Bolton M.A. ... as soon as possible, ... whom further details ... available (foolscap s.a.e. please). (37880) ...

**HERTFORDSHIRE**
THE HEATHCOTE SCHOOL
Shephall Green, Stevenage, Herts. SG2 9XT
11-18 Mixed. All-ability ... 850 on Roll
TEMPORARY TEACHER OF SCIENCE, Scale One ...
Required from February ... to cover for maternity ...
The successful applicant ... teach an integrated ... Core Course (Nuffield ...) through to 16+ and ... be willing to become ... in the teamwork of a ... department.
Write for full details ... Headteacher, enclosing ...
(37868) ...






## SECONDARY SCIENCE
continued

**KENT**
CRANBROOK SCHOOL
Kent
Required for April 1987, a well qualified teacher of Chemistry. This is a one term temporary appointment which can be adapted to suit either an experienced teacher of Nuffield O and A Level Chemistry, or alternatively a teacher of O level Chemistry with some Junior Biology. The appointment will be on Scale 1 or 2 depending on qualifications and experience.
Cranbrook School is a Voluntary Aided, co-educational school of 750 pupils with 300 Sixth Formers.
Please write to the Headmaster, Cranbrook School, Cranbrook, Kent TN17 3JD, enclosing a curriculum vitae and the names of two referees.
(36651) 134822

**KENT**
TUNBRIDGE WELLS
THE SKINNERS' SCHOOL
Voluntary Aided Grammar School of 680 boys: 180 in Sixth Form)
Required for September 1987: Graduate to teach CHEMISTRY to 'A' level. A Nuffield based course is used in Junior forms as a foundation for GCSE. Willingness to assist with other Science teaching and with games or C.C.F. will be a strong recommendation.
Apply by letter to the Headmaster, The Skinners' School, Tunbridge Wells TN4 9PG, enclosing curriculum vitae, stating interests and naming two referees. (36833) 134822

**NOTTINGHAM**
NOTTINGHAM HIGH SCHOOL
Independent Day School - HMC
830 boys
Vacancies for Graduates in Physics, Chemistry and Biology for September 1987.
See Display advertisement under Independent Schools.
(36987) 134822

**SHROPSHIRE**
EDUCATION COMMITTEE
An equal opportunities employer
BRIDGNORTH OLDBURY WELLS SCHOOL
Bridgnorth, Shropshire WV16 5JD
Tel: Bridgnorth 5454
Required as soon as possible. Temporary, Full-time Scale 1 teacher of CHEMISTRY, until the end of the summer term.
Please telephone the Head Bridgnorth 5454.
(36716) 134822

**SINGAPORE**
W.C.S.E.A.
TEACHER OF PHYSICS
For further details see our display advert on Page XX.
(1644) 134822

**STOCKPORT**
Required from 27th April, 1987
TEACHER OF PHYSICS, ELECTRONICS/TECHNOLOGY
Temporary to 31st August, 1987)
Scale 1: Ref: 3088
STOCKPORT SCHOOL
Mile End Lane, Stockport SK2 6BW
Tel: 061-483 3622)
A suitably qualified and experienced teacher of Physics, Electronics/Technology required to help with the development of these subjects throughout the school. It is hoped the person appointed will work within both the Science and C.D.T. Departments and make a contribution to lower school work in both areas.
Application forms available from and returnable to the Headteacher at the School, quoting reference by 30th January, 1987.
Stockport is An Equal Opportunities Employer.
(36906) 134822

**KENT**
COUNTY COUNCIL
EDUCATION DEPARTMENT
DARTFORD GRAMMAR SCHOOL FOR GIRLS
Required for September, 1987 a qualified and enthusiastic teacher of Physics to share teaching throughout the school Physics is a popular option at both GCSE and 'A' Level in this four form entry selective school and pupils are able and well-motivated. An interest in electronics would be an additional recommendation. Suitable first time applicants. Scale 1 plus London Fringe Allowance.
Letters of application with full curriculum vitae and names and addresses of two referees should be sent to the Headmistress before 3rd February, 1987 at Shepherds Lane, Dartford, Kent DA1 2NT. Further details on request.

EAST KENT AREA
SIMON LANGTON BOYS' GRAMMAR SCHOOL
(630 boys including 150 in Sixth Form)
Required for September 1987 a suitably qualified teacher (at present Scale 1) to share Physics teaching to 'A' level in this school. A keenness and ability to help develop courses in Electronics would be especially valuable. The school Science Department is firmly dedicated to the Nuffield Science approach and has a high record of examination performance. The laboratories are well equipped. The school's computing facility is based on a Nimbus system and there are additional BBC facilities. There is an active Amateur Radio Club and the school's outdoor pursuits and Field Studies are well catered for, in particular with facilities in North Wales.
Letter of application, together with c.v., the names of two referees and a s.a.e. shoul be sent to the Headmaster, Simon Langton Boys' School, Nackington Road, Canterbury, Kent CT4 7AS.

THE HOLY CROSS R.C. SECONDARY SCHOOL
Ramsgate Road, Broadstairs, Kent CT10 1PJ
N.O.R. 600 M
Required for Easter 1987. Teacher of Science (Scale 1). An interest in Insight to Science and Modular Science an advantage.
Roman Catholic preferred.
Letters of application to the Headmaster giving the names of two referees.

WEST KENT AREA
TUNBRIDGE WELLS
BENNETT MEMORIAL C.E. (AIDED) DIOCESAN SCHOOL FOR GIRLS
Culverden Down, Tunbridge Wells, Kent TN4 9SH
(Tel: T. Wells 21595)
11-18 Roll 980 with 160 in the Sixth Form
Required for Summer Term, 1987, a teacher of SCIENCE and MATHEMATICS (Scale 1) to join enthusiastic and forward looking departments. Teaching will be based mainly in the Lower School in the first instance.
Please apply by letter only (no forms) to the Headmistress giving full c.v. and the names of two professional referees. Visits welcome by telephone arrangement.

MID KENT AREA
THE MAPLESDEN NOAKES SCHOOL
Great Buckland, Maidstone, Kent ME14 0TJ
A mixed High School in Thames-side Scheme
Teacher of Science required Easter 1987 for GCSE and general science to years 1 and 2. Post is temporary in first instance with possibility of permanent appointment in September.
Apply by letter with CV to Head Teacher (SAE).

ST. SIMON STOCK SCHOOL
Oakwood Park, Maidstone ME16 0JP
An 11-18 Catholic wide ability school, 835 on roll, 120 in 6th Form (mainly 'A' level students)
Teacher of Chemistry required, as soon as possible, to teach across age and ability range and develop GCSE Applied Science course. College leavers welcomed.
Applications with 2 referees (including a priest if applicable) to Head Teacher. SAE please. (36834) 134822

**SUNDERLAND**
BOROUGH OF SUNDERLAND
EDUCATION DEPARTMENT
THORNHILL SCHOOL
Thornholme Road, Sunderland SR2 7NA
(Group 13)
Required for Easter, 1987:-
TEACHER OF CHEMISTRY (SCALE 1).
This is a permanent post but teachers offering part-time work on a temporary basis should apply.
Application forms are obtainable from the headteacher at the school, on receipt of a stamped addressed foolscap envelope to be returned to him by 23rd January, 1987. (36467) 134822

**SURREY**
EDUCATION COMMITTEE
HINCHLEY WOOD SCHOOL
Claygate Lane, Hinchley Wood, Esher, Surrey
12-16 Mixed Comp. 730 on roll
Required from March 1987, teacher of GENERAL SCIENCE to cover a period of maternity leave. Scale 1 or Scale 2 available for suitable qualified and experienced candidate.
Further details and application forms from the Headteacher. Tel: 01-398 7161.
(37979) 134822

**V.S.O.**
Please see main display advertisement under overseas appointments. (36721) 134822

### Social Studies

### Scale 2 Posts and above

**DUBAI**
THE RASHID SCHOOL FOR BOYS
Substantial Tax free salaries.
See Overseas.
(37586) 135020

### Scale 1 Posts

**LEICESTERSHIRE**
COUNTY COUNCIL
An Equal Opportunity Employer
BABINGTON COMMUNITY COLLEGE
Strasbourg Drive, Beaumont Leys, Leicester LE4 0SZ
(11-18)
NOR 920
SOCIAL STUDIES SCALE 1
Required from 1st February 1987 to cover maternity leave, an enthusiastic and committed teacher of Social Studies to teach across the age and ability range. Tel: 354820. (36583) 135022

**MERTON**
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
MERTON IS AN EQUAL OPPORTUNITIES EMPLOYER
All applications will be considered on their merits
ROWAN HIGH SCHOOL
Rowan Road, London SW16 5JF
Tel: 01-764 7179
Head Teacher: Mrs. D.G. Haugh
Age Range: 13-18
No: on Roll: 450
Required for February 2, 1987, to cover Maternity Leave, a well-qualified teacher of Sociology. The successful applicant will teach all the 'A' level work, with some CSE, 'O' and GCSE classes. A Scale 2 could be available for a suitable applicant. Temporary appointment.
CLOSING DATE: As soon as possible.
Application forms and further particulars of the post are available from the above Head Teacher at the above address. Please enclose stamped addressed envelope.
(36292) 135022

**MERTON**
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
MERTON IS AN EQUAL OPPORTUNITIES EMPLOYER
All applications will be considered on their merits
RAYNES PARK HIGH SCHOOL
Bushey Road, London SW20 0JL
Tel: 01-946 4112
Head Teacher: Mr. J.D. Massey, B.Sc.
Age Range: 13-18
No : on Roll: 710, 190 in the Sixth Form
TEACHER of SOCIOLOGY (4th, 5th and possibly 'A' level 6th years) and History (3rd year).
Temporary to cover maternity leave from March to July, 1987.
Application forms and further particulars of the post are available from the Head Teacher at the above address. Please enclose stamped addressed envelope.
(36288) 135022

**NORTHAMPTONSHIRE**
NORTHAMPTON LINGS SCHOOL
Billing Brook Road, Lings, Northampton NN3 4NH
SOCIOLOGY AND HUMANITIES TEACHER - SCALE 1
Applications are invited from suitably qualified teachers for the above post, which the school seeks to fill from Easter 1987. The person appointed will need to be able to teach SOCIOLOGY to 'A' level together with integrated HUMANITIES and some HISTORY and GEOGRAPHY in the 13-16 age range. They will work in a purpose-built faculty with a staff of 9, who are actively and enthusiastically involved in curriculum development. The School is a co-educational 13-18 Upper Comprehensive on the eastern side of Northampton, with 850 on roll.
Further details available from the school - please Tel: Northampton (0604) 402811 as soon as possible.
Northamptonshire welcomes applications regardless of marital status, sex, race and disability. (45898) 135022

### Speech and Drama

### Heads of Department

**OXFORDSHIRE**
COUNTY COUNCIL
BANBURY SCHOOL
Ruskin Road, Banbury OX16 9HY
Mixed 11-19 Comprehensive
Required for September, HEAD OF PERFORMING AND EXPRESSIVE ARTS FACULTY (Dance, Drama, Music, Visual Arts), Scale 4. The person appointed should be able to contribute to most areas of the faculty's work, but must be a Dance and Drama specialist; they will also be required to act as a TUTOR within the school's pastoral system.
Further details (on receipt of SAE) from the Principal.
An Equal Opportunity Employer. (37464) 135218

### Scale 2 Posts and above

**ESSEX**
ILFORD URSULINE HIGH SCHOOL
Morland Road, Ilford, Essex IG1 4QS
Tel: 554 1995
Head: Miss P. Dixon, B.A. Hons.
Required from September 1987 a suitably qualified teacher of English and Drama to join the English Department of this independent girls' grammar school owned by the Ursulines of the Roman Union. (400 on roll).
The position involves the teaching of English to all levels of the school (including A level) and needs an enthusiastic teacher who wants to develop Drama within the department.
A Scale 2 post is available for a suitable candidate.
Outer London Allowance payable.
Further details and application form available from the school.
Closing date 2nd February.
(36705) 135220

### Scale 1 Posts

**LEICESTERSHIRE**
COUNTY COUNCIL
An Equal Opportunity Employer
BABINGTON COMMUNITY COLLEGE
Strasbourg Drive, Beaumont Leys, Leicester LE4 0SZ
NOR 920
ENGLISH/DRAMA SCALE 1
Required for spring term only a specialist teacher of English/Drama. Teaching across the age and ability range is available. Job Share or part time considered.
Please contact the Headteacher for further details and application forms SAE.
(36373) 135222

### Technology

### Heads of Department

**LEICESTERSHIRE**
COUNTY COUNCIL
An Equal Opportunity Employer
BOSWORTH COLLEGE
Leicester Lane, Desford, Leicester LE9 9JL
NOR 1158
HEAD OF INFORMATION TECHNOLOGY SCALE 4
Required April 1987, a well qualified and experienced teacher keen to innovate and co-ordinate the Development of I.T. with colleagues and students. Excellent facilities including a school wide network exists and the priority is to support and spread the use of computers throughout the curriculum.
Please contact the Headteacher for further details and application forms SAE.
(37890) 135518

**Lancashire County Council**
AN EQUAL OPPORTUNITY EMPLOYER

The following are required for 1st May, 1987, unless otherwise stated, and the closing date is 29th January, 1987.

Forms/further details from/to Headteacher at the school. SAE please.

**Secondary Schools**

**Burscough Priory High**
Trevor Road, Burscough, Ormskirk
(750 on Roll – Mixed)
**Scale 2 – Physics**

Required for 27th April, 1987
**Burnley Walshaw High**
Eastern Avenue, Burnley
(914 on Roll. Girls 11-16)
**Scale 2 – Business Studies/Keyboard Skills**

**Blackpool Collegiate High**
Blackpool Old Road, Blackpool
(1,761 on Roll including 622 in 6th Form)
Required 1st May, 1987, or earlier if possible
THREE POSTS
**Scale 1 – Law**
**Scale 1 – Business Studies/Economics**
**Scale 1 – Science Subjects**
(Ability to teach to 'A' level)

**Burnley Barden High**
Heald Road, Burnley
(No on Roll 640 – Boys 11-16)
**Scale 1 – French. Ability to offer German an advantage**

**Re-advertisement**
**Haslingden High**
Broadway, Haslingden, Rossendale
(1,350 on Roll – 11-18)
Required 1st May, 1987, or as soon as possible
**Scale 1 – Typewriting and Office Services to Upper School**
(03114)

**CORNWALL EDUCATION COMMITTEE**

There is a Removal Expenses Scheme for teachers taking up permanent appointments from outside the County.

**SECONDARY SCHOOLS**

***Penair School,*** **St Clements, Truro, Cornwall TR1 1TN. Group 11, NOR 950.**

ENGLISH AND DRAMA: SCALE 1
Required for 27th April or September 1987, an enthusiastic and imaginative ENGLISH and DRAMA specialist to join a successful team. Both subjects are taught to all ages in purpose-built accommodation.

Penair is set in beautiful countryside overlooking the city of Truro.

**Application forms/further details available from the Headteacher at the school, on receipt of SAE.**

Closing date: 29th January, 1987.

GERMAN: SCALE 1
Required for September 1987 a teacher of German, with ability to offer French, to teach to all levels in this Group 11, 11-16 purpose-built comprehensive school. German will be taught from Year One to half of the school and have equal priority with French.

Deutsch Heute and Tricolore courses are in use throughout the school, which has exchange links with West Germany and France.

**Application forms/further details available from the headteacher at the school, on receipt of SAE.**

Closing date: 29th January, 1987.

**PRIMARY SCHOOLS**

***Nanstallon Junior and Infants School,*** **Nanstallon, Bodmin, Cornwall PL30 5JZ. Group 2.**

SCALE 1
Enthusiastic and lively teacher required for intermediate class (mainly Lower Juniors) in this 3 teacher school. Ability to offer music preferred. Please state special interests.

**Application forms from District Education Office, Bam Lane, Bodmin, Cornwall PL31 1LS on receipt of a stamped-addressed envelope.**

Closing date: 30th January, 1987.
(16549)

CORNWALL COUNTY COUNCIL

**LONDON BOROUGH OF merton**
Urgently requires
**SUPPLY TEACHERS**
**PERMANENTLY APPOINTED TEACHERS FOR SUPPLY POOL**

- Applications are invited from qualified teachers for full time permanent appointments on scale 1 to a newly created supply teacher pool. Teachers appointed to the pool will be placed long term in schools to cover for vacancies, maternity leave and secondments.

**DAILY SUPPLY TEACHERS – Scale 1**

- Applications are also invited from experienced, qualified teachers, willing to work in high, middle or primary schools on a day to day basis to cover for sickness and other short absences.
- Merton, embracing Wimbledon, Morden and Mitcham is in easy reach of Central London and the countryside of Surrey and Sussex.
- Although an Outer Borough, Merton pays Inner London Allowance.
- Generous re-location expenses possible. Interview expenses claimable.

Application forms from the Director of Education, London Borough of Merton, Crown House, London Road, Morden, Surrey SM4 5DX, to be returned as soon as possible.

**MERTON IS AN EQUAL OPPORTUNITIES EMPLOYER.**
All applications will be considered on their merits. (16580)

**SECONDARY TECHNOLOGY**
continued

## Scale 2 Posts and above

**BUCKINGHAMSHIRE**
MILTON KEYNES AREA EQUAL OPPORTUNITY EMPLOYER
DENBIGH SCHOOL
Cornwall Grove, Bletchley, Milton Keynes MK3 7HU
(Mixed Comprehensive - approximately 1030 on roll)
INFORMATION TECHNOLOGY CO-ORDINATOR
Required for April 1987, an energetic and enthusiastic teacher required to develop cross curricular options of IT. The school has a well established computer network and satellite teaching. All pupils follow an introductory course in IT skills together with RSA/GCSE optional courses. A Trist course for staff is now examining the application of it for subjects specific aspects of the curriculum. We are now seeking to appoint a teacher with vision and imagination to enable the benefits of IT to be developed across the curriculum.
The successful candidate will not necessarily have computer expertise but will be able to recognise the opportunity for developing it within the curriculum and to provide ideas and leadership in working with staff to attain these objectives. Scale 3.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Application forms and further details are available from Headteacher, E. Corrin, M.A., on receipt of a foolscap stamped addressed envelope. (36635) 135520

## Other than by Subject Classification

## Heads of Department

**WEST SUSSEX**
RYDON COMMUNITY SCHOOL
Storrington, West Sussex
(Community Tutor)
See Advertisement in Youth & Community Section Page 91. (36325) 135618

## Scale 2 Posts and above

**BUCKINGHAMSHIRE**
SIR FRANK MARKHAM SCHOOL
Required from April, a teacher to be in charge of Media Studies. Scale 3.
See under Secondary English Scale 2 and above. (36522) 135620

**WEST SUSSEX**
EDUCATION DEPARTMENT
YOUTH TUTOR
MANHOOD COMMUNITY COLLEGE
Salary: Scale 2
(10-16 mixed Comprehensive, Group 9)
Required April 1987 or before, a Youth Tutor Scale 2. This post includes a 30% teaching commitment in the Education for Living Programme.
Application form and further details available from the Headteacher, Manhood Community College, School Lane, Selsey PO20 9EH. (s.a.e. please). (36313) 135620

## Scale 1 Posts

**BEXLEY**
LONDON BOROUGH
ERITH SCHOOL
Avenue Road, Erith, Kent DA8 3BN
Tel: Dartford 348231/6
Roll: 1610 6th Form 200 +
Established 1987 Bilateral, Co-Educational
Required as soon as possible, a part-time teacher (60%) for basic subjects in the lower school finishing at 3.15 daily. Scale 1 post.
Rush letter of application with c.v. and names of two referees to the Head Teacher at the School. (36300) 135622

**MERTON**
LONDON BOROUGH OF MERTON
URGENTLY requires SUPPLY TEACHERS.
See Miscellaneous. (36652) 135622

## Sixth Form and Tertiary Colleges

## Deputy Headships Second Masters/Mistresses

**BARNET**
LONDON BOROUGH
WOODHOUSE SIXTH FORM COLLEGE
Woodhouse Road, North Finchley, London N12 9EY
Tel: 01-445 1210
500 students. 16-19 mixed. Open access
Required SEPTEMBER 1987 VICE PRINCIPAL (Deputy Head Group 11 scale plus outer London allowance) to join management team of another Vice Principal and 3 Senior Tutors in well established sixth form college. Duties chiefly administrative, curriculum, admissions but flexible.
Removal expenses and separation allowances available.
Further details and application forms from The Director of Educational Services, Town Hall, Friern Barnet, London N11 3DL. (S.A.E.). (37467) 140012

## Heads of Department

**HEREFORD AND WORCESTER**
COUNTY COUNCIL
WORCESTER SIXTH FORM COLLEGE
Spetchley Road, Worcester WR5 2LU
Required for September, 1987:
SENIOR TUTOR: SENIOR TEACHER SCALE to join a team of three responsible to the Deputy Principal (Pastoral) for all pastoral work in College.
Senior Tutors have direct responsibility for a number of tutor groups, vertically organised, and the course allocation, induction, monitoring and Higher Education guidance of the students.
Application forms and further details from Principal. (36515) 140018

## Scale 2 Posts and above

**SOMERSET**
COUNTY COUNCIL
BRIDGWATER COLLEGE
Bridgwater
LECTURER II IN OFFICE TECHNOLOGY AND SECRETARIAL STUDIES
(Please see under the F.E. Section for Further Information). (36333) 140020

## Scale 1 Posts

**HAMPSHIRE**
BROCKENHURST COLLEGE (TERTIARY STATUS)
Requires for September 1987 the services of:-
1. LECTURER GRADE I IN TECHNOLOGY to teach up to and including A Level BTEC First in Engineering and Allied Courses. The department has new Premises and is expanding.
2. LECTURER GRADE I IN COMPUTING to teach up to and including A Level, BTEC National Diploma in computing and allied courses. The department has new premises and is expanding. Some business experience would be an advantage.
3. LECTURER GRADE I IN PHYSICS to teach physics up to and including A Level with, ideally electronics.
We pursue a policy of the equality of opportunity. Applications particularly welcome from people with disabilities.
Further details may be obtained from the Principal, Brockenhurst College, Brockenhurst, Hampshire SO42 7ZE. Tel: (0590) 23565. (36507) 140022

**HAMPSHIRE**
ALTON COLLEGE
See Block advertisement in F E Section. (37789) 140022

**HEREFORD AND WORCESTER**
COUNTY COUNCIL
WORCESTER SIXTH FORM COLLEGE
Spetchley Road, Worcester WR5 2LU
(16-18)
Required from September, 1987:
A Scale 1 teacher of chemistry to take classes at A, G.C.S.E. and C.P.V.E. level and tutorial responsibilities.
Application forms and further details from Principal. (36516) 140022

**SOMERSET**
COUNTY COUNCIL
BRIDGWATER COLLEGE
Bridgwater
(TERITARY COLLEGE)
SENIOR LECTURER IN THE DEPARTMENT OF CONTINUING EDUCATION
An exceptional opportunity to share in the management of a department which is central to Bridgewater's plans to develop as a community college.
For the 16-19 age group the department provides full-time GCE courses in visual and performing arts and a programme of elective studies, and also runs a Special Needs Unit. For mature adults there are courses for adult returners to employment, and a wide range of Leisure classes.
You should be a graduate with a teaching qualification. Your specialisation and experience should be relevant to a development role in community education within a tertiary college.
Application form and further details from the Principal, Bridgewater College, Bath Road, Bridgewater, Somerset TA6 4PZ. (sae please).
Closing date 28th January 1987.
An Equal Opportunity Employer. (36337) 140022

## Special Educa[illegible]

## Deputy Headships Second Masters/Mistresses

**AVON COUNTY**
THE FLORENCE BRO[illegible] SCHOOL
Leinster Avenue, Kn[illegible]
Bristol BS4 1NN
Required from [illegible] 1987, Deputy Head [illegible] uated Senior Master/M[illegible] (Group 9s), to point [illegible] Management team [illegible] age school for child[illegible] moderate learning d[illegible]
Initial responsi[illegible] pastoral care and [illegible] education, an ability [illegible] more than one area [illegible] lum development. You [illegible] be suitably qualified [illegible] proven managerial ex[illegible]
Further details from [illegible] ters of application to [illegible] teacher immediately [illegible] cv and names and addr[illegible] two referees, enclosin[illegible]
Avon as an Equal Opp[illegible] ties employer consider[illegible] cants on their suita[illegible] the post, regardless [illegible] race, disability or [illegible] orientation. (36494)

**BERKSHIRE**
ADDINGTON SCHOOL
Loddon Bridge Road, [illegible]
RG5 4BS
NOR: 150
Second Master/Mistress [illegible] 7(s) required for Apr[illegible] The school caters for [illegible] children following [illegible] velopmental and modu[illegible] riculum (age range [illegible] years). The successful [illegible] date will be responsible [illegible] daily organisation [illegible] velopment of the de[illegible] concerned with pupils [illegible] ing a modified curric[illegible]
Applicants shall [illegible] cessful experience [illegible] education and should [illegible] their curriculum [illegible]
Details and [illegible] forms from Headmaster [illegible] ing 694244).
Opportunity to [illegible] school.
Closing date: 6th Fe[illegible]
Berkshire has a s[illegible] reimbursement of lo[illegible] removal expenses.
An Equal Opportu[illegible] ployer. (36272)

Teaching Opportunities in Oldham for September 1987

Applications are invited from teachers who expect to qualify in 1987 for the following vacancies:

SECONDARY TEACHERS

Applications especially welcome for the following subjects areas: Mathematics, Physics, C.D.T., Modern Languages, Business Studies, Media Studies and Information Technology.

Application forms (large sae) from the Director of Education, Old Town Hall, Middleton Road, Chadderton, Oldham OL9 6PP returnable to: Director of Education at the above address by 13th February 1987.

*An Equal Opportunity Employer.* (00848)

*Job Sharing applications are welcome*

Award Winner 1985

Oldham Metropolitan Borough
*An Equal Opportunity Employer*

ilea Inner London Education Authority

HEADSHIPS

Applications are invited from suitably qualified and experienced teachers for the following headships:-

GROVE HOUSE SCHOOL FOR THE HEARING IMPARIED
Elmcourt Road SE27 9BZ
Vacant now. Roll 37. Burnham group 4(S) plus Inner London allowance. Applicants must hold a recognised qualification for teachers of the deaf

ROYAL FREE HOSPITAL SCHOOL
Pond Street NW3
Vacant 27 April 1987. Roll 60. Burnham group 4(S) plus Inner London allowance. Experience of teaching in a hospital setting an asset and ability to work with other disciplines is essential.

TEMPLARS SB (MLD) SCHOOL
Tollet Street (Globe Road) E1 4SE
Vacant now. Roll 85. Burnham group 5(S) plus Inner London allowance.
NB: The Burnham groups of special schools are subject to review annually with effect from 1st September.
*Please send foolscap s.a.e. for application form and further details to Education Officer, PER/PS4B, Room 262a, County Hall, London SE1 7PB. Closing date for the return of completed forms 6th February 1987.*
ILEA IS AN EQUAL OPPORTUNITIES EMPLOYER (00644)

LONDON BOROUGH OF MERTON
EDUCATION AND RECREATION DEPARTME[NT]

HEADTEACHER

MELROSE SCHOOL
Church Road, Mitcham, Surrey

We are seeking an enthusiastic and energetic candidate for the post of Headteacher of this Group 4(S) Special School which caters for 50 children between the ages of 11-16 who experience emotional and behavioural difficulties.

The vacancy arises due to the retirement of the previous Headteacher and is tenable from 28th April, 1987.

Inner London Allowance (£1,110) payable and generous re-location benefits possible.

Application forms and further details of the post are available from the Director of Education, London Borough of Merton, Crown House, London Road, Morden, Surrey SM4 5DX.

Closing date: 30th January, 1987.

MERTON IS AN EQUAL OPPORTUNITIES EMPLOYER

All applications will be considered on their merits.

SECONDARY TEACHERS

There will be a number of Scale 1 posts (permanent contract) for TEACHERS of MATHEMATICS, SCIENCE, C.D.T., MUSIC and MODERN LANGUAGES in Secondary schools in September, 1987.

Applications invited from enthusiastic TEACHERS for these posts; new entrants to the profession, particularly welcome.

**Information booklet about teaching in Dudley and application forms available from Chief Education Officer, Westox House, 1 Trinity Road, Dudley, West Midlands DY1 1JB, returnable by 13th February.**

It is hoped that interviews for short listed candidates will be held on 2nd and 4th March.

DUDLEY METROPOLITAN BOROUGH
*Equal Opportunities Employer* (03118)

SHROPSHIRE EDUCATION COMMITTEE
An Equal Opportunity Employer

HEADTEACHER GROUP 4(S)/5 (S)
(according to previous experience and qualifications)

Applications are invited for the post of:-

HEAD OF COUNTY SERVICE FOR HEARING IMPAIRED

Available from the beginning of the Summer Term 1987. To be based in Shrewsbury, and to co-ordinate the work of a Peripatetic team of qualified teachers of the deaf and the two School based units.

Application forms and further particulars (S.A.E.) from:-

County Education Officer, Education Department, Shirehall, Abbey Foregate, Shrewsbury SY2 6ND.

To be returned by Monday 26th January, 1987. (02141)

ROYAL SCHOOL FOR DEAF CHILDREN MARGATE

Victoria Road, Margate, Kent CT9 1NB
(Tel: 0843 227561)

Applications are invited from Qualified Teachers of the Deaf with appropriate ex-perience for the post of:

SECOND DEPUTY HEADTEACHER (NON RESIDENT)

Salary: Burnham Scale 10(S)

The post is available from September 19[87]. Further details may be obtained from the Headmaster



**SPECIAL DEPUTY HEADSHIPS**
continued

**DEVON**
COUNTY COUNCIL
Please see display advertisement on Page 44. (37859) 160012

**HERTFORDSHIRE**
THE COLLETT SCHOOL
Lockers Park Lane, Hemel Hempstead
Tel: Hemel Hempstead 53864
Required for Easter 1987, Second Master/Mistress for the above school commencing Easter 1987. The successful applicant should have a qualification in Special Education and an interest in music. An interest in girls' games would be an advantage.
Applicants are welcome to visit the school by appointment. (37453) 160012

**HUMBERSIDE**
EDUCATION COMMITTEE
SCUNTHORPE DIVISION
ST. LUKE'S SPECIAL SCHOOL (S.L.D.)
Burghley Road, Scunthorpe
Head Teacher: Miss A.M. Brighton
No. on Roll: 52 - Group 4S
RE-ADVERTISEMENT
Required for Easter, 1987, a suitably qualified and experienced DEPUTY HEAD TEACHER. Applicants should be suitably qualified in the Education of Children with Special Needs. The postholder will be expected to take a leading role in the development of the School with particular responsibility for the Senior Department. Previous applicants will be automatically reconsidered.
Application forms may be obtained from the School and completed forms should be returned to the Head Teacher at the School no later than 26th January, 1987. (37475) 160012

**SURREY**
LINGFIELD HOSPITAL SCHOOL
St Piers Lane, Lingfield, Surrey RH7 6PW
Group 98
SENIOR TEACHER
Required for summer term 1987 at this residential special school for 280 pupils aged 5-19 years. Many pupils have epilepsy and their abilities range from average, through moderate and severe learning difficulties.
Responsibilities of the person appointed will include co-ordinating curriculum development, in particular the devising and monitoring of individual programmes.
An advanced qualification in special education plus experience with pupils who have severe learning difficulties will be an advantage.
Temporary housing may be available. The vacancy arises due to the retirement of the present post holder.
Senior Teacher scale £11,349 - £15,330 plus 3282 fringe London weighting.
Further detials and application form from Head Teacher Ann Hurling. S.a.e. please. (36253) 160012

**WILTSHIRE**
Please see display advertisement on Page 43. (55459) 160012

## Heads of Department

**HILLINGDON**
LONDON BOROUGH OF HILLINGDON
MOORCROFT SCHOOL
Harlington Road, Hillingdon, Uxbridge UB8 3HD
Headteacher: Mrs. R.M. Heywood
Required for April 1987 Teacher (Sc 3S) Nursery/PMLD Department, a suitably qualified and very experienced teacher to take responsibility for the co-ordinating of the above department and to teach in the nursery class. Moorcroft caters for children with severe learning difficulties and applicants will need to have the ability to lead a team to organise and develop the curriculum for children with this degree of need.
Application forms from the Director of Education, Civic Centre, Uxbridge, Middlesex (Tel: Uxbridge 50431), to whom they should be returned as soon as possible and not later than 23rd January 1987.
Outer London Allowance Payable.
Closing Date: 28th January 1987. (37227) 160018

**BUCKINGHAMSHIRE**
MILTON KEYNES AREA
GIFFARD PARK COUNTY COMBINED SCHOOL
Head of Department (MLD) Scale 3.
See under Primary Head of Department. (45865) 160018

**KENT**
ROYAL SCHOOL FOR DEAF CHILDREN MARGATE
Victoria Road, Margate, Kent CT9 1NB
(Tel: 0843 227561)
Applications are invited from Qualified Teachers of the Deaf with appropriate experience for the post of
TEACHER/AUDIOLOGIST
Salary in accordance with qualifications and experience.
Further details can be obtained from the Headmaster. (36141) 160018

**OXFORDSHIRE**
COUNTY COUNCIL
THE WARRINER SCHOOL
Bloxham, Banbury OX15 4LT
Group 10. 11-16 Comprehensive. 855 on roll
Required for the Summer Term 1987 a Head of Special Resources Department, the post is at present Scale 3 plus SSA.
Application forms available from the Headteacher SAE please.
Previous applicants need not re-apply.
An equal opportunity employer. (37955) 160018

**WARWICKSHIRE**
SPARROWDALE SPECIAL SCHOOL
Spon Lane, Grendon, Atherstone CV9 2PD
Required for summer term 1987 suitably qualified and experienced teacher for the post of HEAD OF DEPARTMENT, First School, Scale 2(S). The successful candidate will lead a team of three teachers in the First School and be responsible for curriculum development and implementation and the pastoral care of 35 children between the ages of 5-9 years.
For further details contact the school. Closing date 30th January.
Warwickshire is an equal opportunities employer. (36306) 160018

## Scale 2 Posts and above

**AVON COUNTY**
SERVICE FOR SPECIAL EDUCATIONAL NEEDS
Elmfield House, Greystoke Avenue, Westbury-on-Trym, Bristol BS10 6AY
Required from 27th April 1987, qualified and experienced teacher of the Deaf to be responsible for the partially hearing unit at Henbury Comprehensive School. Scale 3.
Letters of application giving full c.v. and names of two referees, enclosing sae, to the Advisory Teacher for Special Educational Needs, from whom further particulars are available, at the above address.
CHILD AND FAMILY SUPPORT CENTRE
148 Rodbourne Road, Westbury-on-Trym, Bristol
Required from 27th April 1987, a teacher. Scale 2 (including 15hrs ADA). The teacher will join a two year old multidisciplinary project whose principal objective is to prevent unnecessary admissions to Care or Residential Schools through a range of integrated assessment and intervention programmes.
The project is in a developmental phase and we require a teacher who is able to be flexible and creative and who has considerable experience of working with children who have emotional or learning difficulties.
The teacher will have joint responsibility for the development of the educational component of our programmes, for individual and group tuition, and liason with Local Schools.
It is our intention to interview at or around the date February 17th 1987. Further information is available, upon request, from Mike Nicholson, Project Officer, Tel: (0272) 319661.
Letters of application to Mike Nicholson, giving full c.v. and names of two referees, enclosing sae.
Avon as an Equal Opportunities employer considers applicants on their suitability for the post, regardless of sex, race, disability or sexual orientation. (36495) 160020

**CAMBRIDGESHIRE**
COUNTY COUNCIL
SPRINGFIELDS SCHOOL
Thames Road, Huntingdon, Cambs. PE18 7QW
INFANT/NURSERY (Scale 2(S))
Required for April, with responsibility for small nursery/reception group of children with learning difficulties. Also team co-ordinator. Ability to take part in support work to mainstream schools and parent workshops essential.
Application forms and further details from Headteacher (s.a.e. please). Closing date 29th January. (36717) 160020

**BEDFORDSHIRE**
EDUCATION SERVICE
SPECIAL EDUCATION SUPPORT SERVICE
SPECIAL EDUCATION SUPPORT SERVICE - COUNTY STAFF TEACHER
Applications are invited for a Scale 3 post of County Staff Teacher (Special Educational Needs). The successful applicant will join a small team of experienced teachers who support teachers and pupils in ordinary schools in the catchment area of The Grange Special School, Kempston, Bedford.
Applicants should have successfully completed an appropriate course of further training and had substantial experience of teaching children with Special Educational Needs. The successful applicant will be expected to contribute to in-service training courses in the classroom, in Schools and within the Authority's in-service training programme.
Essential car user allowance is payable. Assisted car purchase scheme.
Hours: Full time.
How to Apply: Application forms and further details are available from the Chief Education Officer, County Hall, Cauldwell Street, Bedford.
Based at: Grange School.
Closing Date: 30th January 1987.
Bedfordshire is an Equal Opportunities Employer. (36624) 160020

**EAST SUSSEX**
HILLSIDE SCHOOL
Foredown Road, Portslade BN4 2PU
Children with severe learning difficulties, 3-19. Roll: 70
From Easter: experienced enthusiastic teacher (Scale 2(s)) for specific communication and behavioural unit. Must have ability to work in a highly structured environment. Relocation grants in approved cases.
Application forms (sae please) from the Headteacher. Closing date: January 30th. (45869) 160020

**EAST SUSSEX**
COUNTY SERVICE FOR SENSORY IMPAIRED CHILDREN/AUDIOLOGY
Required as soon as possible: Visiting Teacher (Scale 3) for hearing impaired children in the Eastbourne area.
Relocation grants in approved cases.
Further details and application forms (SAE please) from and returnable to the County Education Officer (Ref. PT/BLC), PO Box 4, County Hall, St Anne's Crescent, Lewes BN7 1SG. Closing date: February 6. (37011) 160020

**EAST SUSSEX**
TUTORIAL UNIT (WESTERN AREA)
St. George's House, 43 Dyke Road, Brighton BN1 3JA
Special day centre for emotionally disturbed children, 5-16
From Easter: Teacher Therapist (Scale 2(s)) for this new post.
Relocation grants in approved cases.
Application forms and further details (s.a.e. please) from the Teacher-in-Charge. Closing date: January 30th. (36543) 160020

**ESSEX**
OXLEY PARKER SCHOOL
Mill Road, Colchester, Essex CO4 5JF
Tel: Colchester 853232
A craft specialist is required for this Group 5 (S) non-maintained special residential school for boys with educational, emotional and behavioural problems. To commence after the Easter Holiday 1987. Ability to teach metalwork, woodwork and related technical subjects essential. Experience of City & Guilds exams and working with leavers groups an advantage. Excellent craft, design and technology facilities. Extraneous duties worked at national rates. Scale 2 available for the right candidate.
Apply in writing to the Headmaster with names and addresses of two referees as soon as possible.
Headmaster - Mr. S.L. Long, B.A. (Hons.). (46247) 160020

**HARROW**
EDUCATION COMMITTEE
WHITTLESEA SCHOOL
Whittlesea Road, Harrow
Tel: 01-428 6968
Required from January 1987 or soon after, class teacher for a small group of pupils mainly middle school age with predominantly practical needs in this all age school for the severely learning disabled. We look for an enthusiastic and skilled teacher who is able to apply modern methods in this purpose built ad forward looking school which has attracted a lively group of colleagues. An ability to lead a curriculum area throughout the school such as music, mathematics or language development would be an advantage.
Scale 2 post is available for a suitably qualified and experienced teacher.
Outer London Allowance Payable.
Application forms from and to be returned to The Headteacher by A.S.A.P.
Please enclose stamped addressed envelope.
HARROW IS AN EQUAL OPPORTUNITY EMPLOYER. (36451) 160020

Barking & Dagenham
LONDON BOROUGH

SPECIAL EDUCATION
**Faircross School, (Roll 55)**
**Rosslyn Road, Barking, Essex**
Required from January 1987 or as soon as possible thereafter:
**ASSISTANT TEACHER** to be responsible for the Nursery Unit at this special school for children whose learning difficulties may be attributed to physical handicap. Experience of pre-school assessment, home-school links and education of multiply handicapped children advantageous. Scale 2(S).
**TEMPORARY INFANT TEACHER** for 2 terms. An enthusiastic class teacher is required to be responsible for a small teaching group of pupils with learning difficulties which may be attributed to physical handicap. Scale 1.
Informal visits welcomed in respect of both posts (Tel: 01-594 5916).
Application forms and further details from the Chief Education Officer, Town Hall, Barking, Essex (s.a.e.).
Closing date: 29th January 1987.

SCHOOLS' PSYCHOLOGICAL SERVICE
**Seabrook House, 22 Shipton Close, Bennetts Castle Lane, Dagenham, Essex**
Required for April 1987:
**A SPECIALIST TEACHER** for children with specific learning difficulties, to complete a group of five teachers.
The teachers will be required to work in a team with an Educational Psychologist and duties will include assessment and monitoring, advice to teachers, teaching children with a wide range of learning difficulties, devising programmes for use in schools and participating in INSET.
Experience in the field of Special Educational Needs particularly in assessment and the teaching of basic skills is essential. Candidates must have diplomacy, a willingness to accept responsibility and readiness to liaise with home and school.
Personal transport required, mileage allowance payable.
Scale 3 plus London Allowance £1,110.
Informal visits welcomed (01-593 7577).
Application forms from the Chief Education Officer, Town Hall, Barking, Essex.
*AN EQUAL OPPORTUNITIES EMPLOYER.* (16569)

Wiltshire
*AN EQUAL OPPORTUNITY EMPLOYER*

EDUCATION DEPARTMENT
UPLANDS SCHOOL
Swindon
GROUP 4(S) . Head: Mr D. J. D. Rees N.O.R. c50

APPOINTMENT OF DEPUTY HEAD

Required for April, 1987 or as soon as possible thereafter, Deputy Head for this Day Special School for pupils with severe learning difficulties.

Relevant training and experience essential. Teaching and other responsibilities will be decided in the light of the successful candidate's interests and skills.

Further details and application form (s.a.e. please) from and returnable to the Head Teacher, Uplands School, Leigh Road, Penhill, Swindon SN2 5DE by 30th January, 1987. (03195)

SURREY COUNTY COUNCIL

*FRINGE AREA LONDON ALLOWANCE £282 p.a. throughout the County.
*Temporary housing may be available.
*Generous relocation expenses in approved cases.

DEPUTY HEADSHIPS

FREEMANTLES SCHOOL
Hatton Hill, Windlesham, Surrey GU20 6AB

Deputy Headteacher required from September 1987 for this Group 3 (S) School which caters for 25 severely disturbed children of primary school age some of whom have autistic tendencies.

Salary scale £9,075 – £12,297 p.a. plus £282 Surrey Allowance.

Application form and further details can be obtained from the North West Area Education Office, Lismore, 9 Heathside Road, Woking GU22 7EU on receipt of a stamped addressed envelope.

Closing date 30 January 1987. (00549)

SPECIAL EDUCATIONAL NEEDS

Hillingdon maintains a wide range of provision for pupils with Special Needs and is currently seeking a number of additional teachers to join a committed team of professionals engaged in this area of education. Applications are invited from enthusiastic and experienced teachers for appointment to the following posts from 1st May 1987:

**PERIPATETIC TEACHER OF THE HEARING IMPAIRED**
**Scale 2(S)**
The person appointed will be expected to give guidance to parents of pre-school hearing impaired children, to advise and provide assistance to main-stream and special schools in respect of hearing impaired pupils, and to provide educational advice at the local audiology clinic.

**THE WILLOWS SCHOOL**
**Scale 2(S)**
An experienced teacher is required at this school for primary age pupils with emotional and behavioural difficulties. The person appointed would work in a team teacher situation with a class of younger pupils.

**MEADOW SCHOOL**
**Scale 2(S) and Scale 1(+S.S.A.)**
Two posts are available at this school for pupils aged 7 to 16+ with moderate learning difficulties. The teachers appointed would work in either junior or middle school departments.

**MOORCROFT SCHOOL**
**Scale 3(S)**
An experienced and suitably qualified teacher is sought to lead and to co-ordinate the work of the Nursery/P.M.L.D. departments at this all-age school for pupils with severe learning difficulties.

**PRIMARY SCHOOL PROVISION FOR TRAVELLERS' CHILDREN**
**Scale 3 and Scale 1**
New facilities for teaching travellers' children are being developed within one of the Authority's primary schools. Applications are sought from primary trained staff (infant or junior) for the above posts. The successful applicants would have a key role to play in the development of this work within the host school and its support of travellers' children attending other schools.

**Application forms and further details of all the above posts may be obtained from Director of Education, London Borough of Hillingdon, Civic Centre, Uxbridge, Middlesex UB8 1UW. Telephone enquiries welcome to Uxbridge (0895) 50431.**

**Closing date for applications: Wednesday 4th February 1987.**
**Outer London Allowance Payable.**
*Applications from disabled persons will be welcomed.*

London Borough of Hillingdon (03172)

## SPECIAL EDUCATION
continued

### HERTFORDSHIRE
LONGFIELD SCHOOL
Hitchin Road, Stevenage SG1 4AE
Tel: 729181
Head: R.G. Stabler
All-age school for children with moderate learning difficulties
Flexible and experienced teacher required to work initially in the Secondary Department of this all-age school. As well as taking small groups for English the person appointed would also be involved in a *wide range of* practical, creative and recreational activities.
A Scale 2S is available for responsibility for Language/Literacy.
Application forms and further details from the Head. (36231) 160020

### HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
EAST RIDING DIVISION
HEARING IMPAIRED SERVICE
Lowfield Lane, Melton, North Ferriby HU14 3HT
HEAD OF DEPARTMENT - Scale 3 + S.S.A.
HEARING IMPAIRED UNIT
ST. ANNE'S SCHOOL
Welton
*Required for Easter 1987, an* experienced teacher to head the above established department for children with severe learning difficulties and varying levels of hearing impairment, aged 2 to 16+.
Candidates should hold either an appropriate qualification to teach the hearing impaired or appropriate qualifications/experience to teach children with severe learning difficulties and be prepared to acquire appropriate qualifications in the other specialism within three years of appointment.
Candidates should be proficient *in the use of a total* communication approach. Makaton is used throughout the School; the Unit uses Makaton leading towards Signed English.
Application forms and further details are available from the Head of the school (S.A.E. please) to whom completed forms should be returned by 26th January, 1987. (36343) 160020

### HERTFORDSHIRE
ADVISORY TEACHER FOR SPECIAL EDUCATIONAL NEEDS, Scale 4
Applications are invited for the above post from qualified and experienced teachers of the deaf able to support teachers of children with a *range of special educational* needs in mainstream and other schools, in the northern area of Hertfordshire.
Salary Scale 4, essential user car allowance.
Further details and application forms from County Education Officer (for the attention of Mr. C. Shirley, County Adviser for Special Educational Needs), Education Department, County Hall, Hertford, Herts. SG13 8DF. (36267) 160020

### LEICESTERSHIRE
COUNTY COUNCIL
*An Equal Opportunity* Employer
HIGH LEAS SPECIAL SCHOOL
Keyham Lane, Leicester LE5 6DN
NOR 115
Scale 2(S)
E2L/HOME SCHOOL LIAISON
Required Easter or before at this (4-19) all age day special School for pupils with Moderate *Learning difficulties. The* successful applicant will play a keen role in supporting the school's language curriculum. In addition to classroom teaching the *appointed teacher will also* be required to take a shared responsibility for Home/School Liaison. Fluency but oral and written in either Gujerati or Punjabi is essential as too is the ability to drive.
Please contact the Headteacher for further details and application forms (SAE). (36375) 160020

Required April 1987
One teacher Scale 3 | Two teachers Sc 2 | Three teachers Sc 1 — to be based in the Haynes School but to provide support to ordinary schools with difficult pupils.

The council has approved a scheme involving the closure of the Haynes School for pupils with emotional/behavioral difficulties and the decision of the Secretary of State is awaited. If the closure plan is agreed, a network of Tutorial Centres will be established from September, 1987 onwards to provide support to ordinary schools backed up by good off site provision and home tuition where necessary. The successful candidates will initially be based mainly in the Haynes School but opportunities will exist also for work in ordinary schools. In the longer term if the school is closed the appointees will be working full-time with the new Tutorial Service.

These are permanent appointments offering variety of experience and ongoing challenge.

Removal expenses and separation allowances available.

**Further details of this exciting new venture and application forms (s.a.e. please) are available from and returnable to the Director of Educational Services, Town Hall, Friern Barnet N11 3DL by 30th January, 1987.** (00535)

AN AUTHORITY COMMITTED TO EQUAL OPPORTUNITIES
LONDON BOROUGH barnet

**Wiltshire**
AN EQUAL OPPORTUNITY EMPLOYER

**Primary Scale 2 Post**

**Swindon, Penhill Infants School Group 3**

Required as soon as possible, an enthusiastic/sympathetic teacher who can implement a practical curriculum, based on first-hand experiences. The person appointed will be responsible for a small number of speech and language disordered children, and will work closely with the Speech Therapist and mainstream class teacher.

**Application form and further details (SAE please) from and returnable to the Head Teacher by 30th January, 1987.** (16585)

### KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
*NORTH WEST KENT AREA*
FURNESS SCHOOL
Rowhill Road, Hextable, Swanley, Kent BR8 7RP
Required for April 1987 or earlier if possible a senior teacher Scale 3(S). The person appointed will take responsibility for a major curriculum area and be houseparent to a house of up to 16 boys aged 9-16 years. Experience in working with disturbed children in *a residential setting* essential. The post is resident and subject to local and national charges and allowances.
Further details and application form available from the *Headteacher*. Tel: 0322 62937.

MEADOW COURT UNIT
Jubilee Crescent, Gravesend, Kent
Required for April, 1987, an enthusiastic teacher Scale 2 + Special Schools Allowance, to be responsible for the management and development of the unit, which caters for children exhibiting a wide range of special educational needs in the 2-9 age group.
A challenging post which requires an understanding of the needs of children with severe and complex learning difficulties, and an ability to *work harmoniously* with parents and other professionals.
Further details and application forms from the Area Education Officer, 132 Windmill Street, Gravesend, Kent DA12 1BE (enclosing S.A.E.).
Closing Date: 30th January, 1987.
Possibility of help with temporary housing in approved cases.

*NORTH KENT AREA*
GILLINGHAM, DANECOURT SCHOOL
Watling Street, Gillingham ME18 6AA
Required for April, 1987 *teacher of Juniors in this* school for children with moderate learning difficulties. Scale 2 post available for suitable applicant.
Applications with C.V. and name/address of two referees to the Headteacher by 30th January, 1987.

WEST KENT AREA
HARDWICK SCHOOL
Old Harbour Lane, Hildenborough, Kent TN11 9LE
A suitably qualified and experienced teacher required (Scale 2(S)) to cater for the needs of a pupil with multi-*sensory handicap within the* general structure of the school.
Hardwick School caters for children with severe and profound learning difficulties in the 2-19 age range.
Application forms and further details from the Head Teacher (S.A.E. please).

SOUTH KENT AREA
RIVERSIDE SCHOOL
Clock House, Ashford, Kent TN23 2YN
Required for Summer Term 1987 teacher to join enthusiastic team working with approximately 50 children with se-*vere learning disabilities with*-in the age range 4-19 years. Special education qualifications and/or experience an advantage but the right person could be infant/junior trained.
Interest in music and/or computers also an advantage.
Possibility of Scale 2 post if appropriate.
School in purpose built accommodation.
Application form and job description available from Headteacher at the school, Tel: Ashford (0233) 21468. (36812) 160020

### KNOWLSEY
PARKFIELD SCHOOL
Bracknell Avenue, Southdene, Kirkby, Merseyside L32 9PW
(36 pupils on roll)
(Re-advertisement previous applicants considered)
Scale 2(a) teacher required for 1 May 1987, for a Special Needs class in this school for children with severe learning difficulties. A vacancy exists for an experienced teacher to have a classroom responsibility and to assist in the development of a liaison/outward-looking approach.
Application forms available *(sae) from the Borough Educa*tion Officer, Huyton Hey Road, Huyton, Merseyside L36 5EF to whom completed forms should be returned by 30th January 1987. (37836) 160020

### REDBRIDGE
LONDON BOROUGH OF REDBRIDGE
HYLFORD SCHOOL
Loxford Lane, Ilford, Essex
Tel: (01) 590 7272
Headteacher: Mrs. G. Morgan
Applications are invited from suitably qualified and experienced teachers (Scale 2 (S)) from Easter for the post of classteacher with additional *responsibility for physical* education in this all age day school for 80 children with severe learning difficulties.
Applicants should have a knowledge of the primary school physical education curriculum and should hold the ASA Teacher's Certificate. A current first aid qualification would be an advantage. The post is class based with responsibility for a class of children in the age range of 7-10 years.
Further details and application forms are available from the Headteacher at the School to whom completed forms should be returned by 3rd February, 1987.
Outer London Allowance is payable. (37491) 160020

### REDBRIDGE
LONDON BOROUGH OF REDBRIDGE
HYLEFORD SCHOOL
Loxford Lane, Ilford, Essex
Headteacher: Mrs. G. Morgan
Tel: 01-590 7272
Applications are invited from well-experienced and suitably qualified teachers for this Scale 3 (S) post from Easter with responsibility for the language development and communication curriculum in this all age day school for 80 *pupils with severe learning* difficulties. This senior post carries additional responsibility for the Lower School and the successful applicant will join the senior management team.
Further details and application forms are available from The Director of Educational Services, Education Office, Lynton House, 255-259 High Road, Ilford IG1 1NN to whom completed forms should be returned by 3rd February, 1987.
Outer London Allowance is payable. (36667) 160020

### SURREY
LINGFIELD HOSPITAL SCHOOL
St Piers Lane, Lingfield Surrey RH7 6PW
Group 9S
Required from the beginning of summer term 1987, a teacher with relevant qualifications and experience to work with a group of approximately eight children with severe learning difficulties, *aged 12-16, and to be re*sponsible for co-ordinating the activities of the pupils and staff in this area of the school - currently 16 pupils (2 teachers and 4 classroom assistants).
Scale 2(S) plus fringe London Weighting.
Please write for further details and application form enclosing s.a.e. to Mrs Ann Hurling, Head Teacher. (36576) 160020

### WEST SUSSEX
MUNTHAM HOUSE SCHOOL
Barns Green, Horsham, West Sussex RH13 7NJ
SCALE 2S TEACHER
Required at this well established non-maintained residential special school for 50 boys (10-16 yrs.) who have emotional problems.
Candidates should preferably be able to offer music or computing as a specialist subject. More importantly they should have experience in a residential special school and be aspiring towards further promotion.
*The present holder has* been promoted to a Deputy Headship. Extraneous duties (at present 1 day each week and 1 weekend in 4) to be performed in return for E.D.A. of £2,949 *per annum*. Limited residential accommodation available. Residency not essential. To begin 27th April, 1987.
Please telephone Head Master for further details and application form. (36551) 160020

## Scale 1 Posts

### BARKING AND DAGENHAM
LONDON BOROUGH OF BARKING AND DAGENHAM
Temporary Infant Teacher to *be responsible for small* teaching group
Required January or a.s.a.p. at Faircross School, Barking.
For further details see our display advert. under Special Education Scale 2 and above. (36385) 160022

### BARNET
LONDON BOROUGH
OAKLEIGH SCHOOL (S.L.D.)
Oakleigh Road North, London *N20 0DH*
Tel: 01-368 5336
(Roll 50)
REQUIRED APRIL 1987.
Teacher to work as a member of a lively team responsible for the education *of older students* with severe learning difficulties in an innovative setting.
Scale 1 + S.S.A.
Visits and telephone enquiries welcome.
Removal expenses and separation allowances available.
Further details and application forms (s.a.e. please) available from and returnable to the Headteacher by 30th January, 1987. (37466) 160022

### BEDFORDSHIRE
EDUCATION SERVICE
Scale 1
This school for pupils with severe learning difficulties requires a teacher with experience of teaching children within the younger age range.
Salary: Scale 1 + SSA; Scale 2 (S) for suitable applicant.
Hours: Full time.
How to Apply: Details for the school (SAE please).
Based at: Sunnyside School, The Baulk, Biggleswade, Bedfordshire.
Bedfordshire is an Equal Opportunities Employer. (36623) 160022

### BUCKINGHAMSHIRE
Equal Opportunity Employer
BEACONSFIELD/CHILTERN AREA
*HERITAGE HOUSE SCHOOL*
Cameron Road, Chesham HP5 3DF
Tel: Chesham 771445
Headteacher: D. Haddock
Required for Easter 1987, at *this school for children with* severe learning difficulties, 2 teachers for the following:-
(1) full time teacher to assist with children aged 8-10 years.
(2) full time teacher for children aged 14-16 years. Ability to offer a specialism in Physical Education and/or Computers would be welcomed. Scale 2 available to experienced and well qualified teacher.
Application form and details available from the Headteacher at the school. (36524) 160022

### CAMBRIDGESHIRE
CAMBRIDGE AREA
SPECIAL EDUCATION TEAM
Required from Easter, Assistant teacher (Scale 1) for the Special Education Resource Centre based at Arbury C.P. School, Cam-*bridge*.
Application form and further details from Mr B. Jones, Headteacher, Arbury C.P. School, Carlton Way, Cambridge CB4 2DE. (s.a.e. please). (36376) 160022

### CHESHIRE
EDUCATION COMMITTEE
WINSFORD, WOODFORD LODGE COMPREHENSIVE SCHOOL
Woodford Lane West, *Winsford, Cheshire*
SCALE 1 + SSA TEACHER FOR CHILDREN WITH EDUCATIONAL, SOCIAL AND BEHAVIOURAL DIFFICULTIES
A teacher of sound experience is required for Easter, 1987, to work with two other teachers and three Classroom Assistants in a three class Unit (21 pupils) for secondary children with E.S.B. difficulties in this Comprehensive School. Experience working with such children would be an advantage.
Further details and application form from the Headmistress, Miss P.M. Rourke, to whom applica-*tions should be returned by* 7th February. (37945) 160022

### CUMBRIA
RIVERSIDE SCHOOL
A TEACHER OF ART AND GENERAL SUBJECTS
REQUIRED FROM MAY 1987
SALARY BURNHAM SCALE 1S
Riverside is a residential school catering for emotionally and behaviourally disturbed children aged 11-16 with 45 children on role. An enthusiastic and committed teacher is *required, preferably with ex*perience in special education.
A limited number of extraneous duty hours may be available.
Applicants should send a *letter of application together* with curriculum vitae and the names of two referees to the Principal, Riverside School, Whassett, Milnthorpe, Cumbria. Tel: 04482 2006. (37477) 160022

### DORSET
ST. FRANCIS SCHOOL
Hooke, Beaminster, Dorset
Required for *April, 1987 a* primary or middle school trained teacher for a group of eight 10-12 year old boys with special educational needs. Candidates should be able to *plan and implement individual* learning programmes and be able to teach reading and basic maths as well as general subjects the ability to cope with difficult children is essential and experience in a special school is desirable. The teacher will be assisted by a teacher's aide. Enthusiastic involvement in the general life of the school would be expected.
Salary Burnham Scale 1 plus Special School Allowance plus extraneous duties allowance.
Send S.A.E. to Headmaster for further details and application forms. (37978) 160022

**THE CALDECOTT COMMUNITY**
Mersham-le-Hatch, Ashford, Kent TN25 5NH
**TEACHER**
for 9–13 year old children
The Caldecott Community is a *therapeutic com*munity which offers residential *nurturing of the* highest standard to a number of emotionally [illegible] mented and unattached troubled children.
We are wishing to add to our developing educational team and would welcome applications from men and women who feel they have the skills and personality to help our young children develop educationally, socially and emotionally.
**For further details of the post, please apply in writing to the Head of Education at the above address.**

### ENFIELD
LONDON BOROUGH OF ENFIELD
DURANTS (M.L.D.) SCHOOL
Pitfield Way, Enfield, [illegible] EN3 5BY
Roll 109
Required, as soon as possible, temporary teacher to cover maternity leave, Scale 1 + Special Schools Allowance.
The person would be responsible for a small group of 14/15 year old pupils with learning difficulties and take part in a C.P.V.E. [illegible] curriculum operating in the school.
London Allowance. [illegible]
Application forms [illegible] SAE) obtainable from [illegible] be returned to the [illegible] Teacher as soon as possible.
An equal opportunity employer. (37883)

### ESSEX
FAIRVEIW (ESN) SCHOOL
Fairview Road, Basildon 1PW
Tel: Basildon 552482
(Roll 41)
TEACHER SCALE 1 (+ Special Schools Allowance + [illegible] p.a.)
Required Easter or earlier if possible until August [illegible] with small group of [illegible] senior pupils in team-teaching situation.
Apply to Headteacher with c.v. and letter (foolscap s.a.e. please). (36607)

### HEREFORD AND WORCESTER
COUNTY COUNCIL
RHYDD COURT SCHOOL
Rhydd, Hanley Castle, Worcester WR8 0AD
Required from Easter 1987 a teacher to work with pupils with educational and behavioural problems to teach basic subjects in the Upper School Department. A qualification in Special Education or a knowledge of computers would be an advantage. Scale 1 plus Special Schools' Allowance. A commitment to carry out hours extra residential duties will be necessary for which a further payment is made at the appropriate rate.
Application forms and further details are available from the Headteacher (s.a.e. please). (36517) 160022

### HERTFORDSHIRE
DACORUM DIVISION
TEACHER (Scale 1s) required from April 1986 to teach lower senior class in this age school for children and young people with *learning difficulties*.
The post involves implementing and developing seniors' curriculum and working as one of a team of teachers and two assistants.
*Visits welcome.*
Write to The Head Teacher, Woodfield School, Malmes Croft, Leverstock Green, Hemel Hempstead HP3 [illegible] enclosing a large s.a.e. for application form and details. (37454)

### LONDON
HORNSEY CENTRE FOR HANDICAPPED CHILDREN
26A Dukes Avenue, Muswell Hill, London N10 2PT
Require a full time qualified/experienced teacher as soon as possible to be responsible for the development of a group of children with severe learning difficulties. This Centre offers a friendly atmosphere with a high staff: *pupil ratio*, and support from a multi-disciplinary team.
ALSO REQUIRED TEACHERS FOR SCHOOL *WORK*
For informal enquiries and application form ring 01-444 7241. (46976) [illegible]



## SPECIAL EDUCATION
continued

### HILLINGDON
LONDON BOROUGH OF HILLINGDON
EDUCATION DEPARTMENT - BASED IN HENLEY
LOOKING FOR A FRESH CHALLENGE?
We are looking for a bright, enthusiastic and caring person to join our team of Houseparents at Park Place Residential School, Remenham Hill, Henley.
The School caters for secondary age delicate or disturbed boys and is situated in beautiful countryside overlooking Henley.
The post offers the opportunity to become fully involved in the life of the School with a multi-disciplinary approach.
Formal *qualifications* are not essential, although previous experience is beneficial.
Salary is dependent upon *qualifications* and experience within grades RASC 1 (£5,358 p.a. - £6,441 p.a.) with RASC 2 child care experience (£6,606 p.a. - £7,593 *p.a.*) with 1 year + child care experience.
Candidates would be expected to live in and participate in a 'Sleeping in' roster for which and additional £11.22 per *night is* payable.
Please telephone Mr. Jackson (Head) on Henley (0491) 574557 for an *informal chat*.
Application forms and further particulars available from and returnable to the Civic Centre in Uxbridge. Ref: E/26/177XE. Closing date: 28th January, 1987. (37642) 160022

### NORTH YORKSHIRE
TEACHERS
Salary: Burnham Scale 1 (+SSA) pro rata for half time post
MOWBRAY SCHOOL
*Bedale*
(Re-advertisement)
For the Junior Department of this day special school for children, aged 2-16 years, with a variety of learning difficulties. Applicants preferably experienced Infant/Junior trained and special school experience advantageous. *Previous applicants re*-considered.

FULFORD CROSS SCHOOL
York
Half time for May 1987 at this day special school for children with moderate learning difficulties.

WELBURN HALL SCHOOL
Kirkbymoorside
Scale 2(s) for a suitably qualified candidate to teach primary/early secondary aged children at this *residential special school* for children with special needs. Additional duties, averaging 15 h.p.w. will be undertaken for an allowance of £2,949 p.a.
Applications, returnable 30.1.87, from County Education Officer, Room 508, County Hall, Northallerton DL7 8AE. (S.a.e.). (36400) 160022

### REDBRIDGE
LONDON BOROUGH OF REDBRIDGE
RODING PRIMARY SCHOOL AND UNIT FOR HEARING IMPAIRED CHILDREN
Roding Lane North, Woodford Bridge, Essex IG8 8NP
Tel: 01-505 4162
Please see under Nursery - Posts on Scale 1 a post that would be suitable for qual-*ified teachers of the deaf*. (37493) 160022

### SALFORD
CITY OF SALFORD
EDUCATION DEPARTMENT
SPECIAL EDUCATION
MANDLEY PARK SCHOOL
Northumberland Street, Salford M7 0EF
Scale 1 + SSA required as soon as possible.
A qualified and experienced teacher to teach senior aged pupils who have emotional and behavioural problems. The ability to offer computer and mathematics studies would be an advantage.
Please send s.a.e. for application form and further details to the Chief Education Officer, Education Office, Chapel Street, Salford M3 5LT to whom completed applications should be returned by 30th January, 1987. (36478) 160022

### SOLIHULL
EDUCATION COMMITTEE
REYNALDS CROSS SCHOOL
Haslucks Green Road, Shirley, Solihull, West Midlands
ASSISTANT TEACHER SCALE 1 PLUS SSA
Required from Easter, 1987, at this school for children with severe learning difficulties, a qualified teacher to take a class of pupils with special educa-*tional needs*.
Application forms and further details from the Headteacher, Tel: 021-744 2778.
Closing date - 2nd January, 1987. (37869) 160022

### SUFFOLK
COUNTY COUNCIL
*PARKSIDE UNIT*
Bolton Lane, Ipswich IP4 2BT
Lively and energetic TEACHER Scale I required April 1987 *for a permanent* post in this 24 place unit which caters for pupils of secondary age with behavioural disorders (e.g. school phobia) who are unable to attend normal school.
Application forms and details obtainable from the Teacher in Charge at the Unit, s.a.e. please, closing *date 30th January*. (36679) 160022

### SURREY
COUNTY COUNCIL
GROVE CENTRE
Grove Rd., Merrow, Guildford
Tel: Guildford 573859 (mornings)
Assistant teacher Scale 1 (plus SSA) required for a small class of children with special needs of mixed ability, in the age *range 7-12 years*.
An additional qualification for specialised teaching would be an advantage and applicants should have an interest in a multi-disciplinary approach to teaching. Some First School experience might prove relevant. The post is not suitable for a probationer.
Write for further details (SAE please) to the Head of Centre.
*Closing date 23rd January* 1987. (37086) 160022

### SUTTON
LONDON BOROUGH OF SUTTON
GARDEN HALL CENTRE
Orchard Road, Sutton, Surrey
TEACHER - SCALE 1(s)
For April 1987 or as soon as possible a teacher for basic *skills and life skills at this 18* place unit for 15/16 year olds unable to attend ordinary secondary school. An experienced teacher able to motivate adolescents and willing to participate in visits and extra curricular activities preferred. An interest in boy's games or art and craft would be an advantage. Holder of current driving licence welcomed.
Application forms available from the DIRECTOR OF EDUCATION, The Grove, Carshalton, Surrey SM5 3AL with s.a.e. Closing date 7th February 1987. (36362) 160022

### V.S.O.
Please see main display *advertisement under overseas* appointments. (36724) 160022

## Independent Schools

### Deputy Headships Second Masters/ Mistresses

### LONDON SW19
WIMBLEDON HIGH SCHOOL
G.P.D.S.T.
Required for September 1987 for the Senior School, a well qualified Deputy Head Teacher, with wide teaching and pastoral experience, sound administrative ability and an *interest in curriculum develop*ment. Senior School at present 2 form entry, 115 in Sixth Form.
Burnham Group 9, expanding to 10 on completion of new buildings.
London Weighting.
Closing date for applications Friday, 23rd January 1987.
Apply in writing to the Headmistress, Wimbledon High School GPDST, Mansel Road, Wimbledon, London SW19 4AB enclosing curriculum vitae and the names and addresses of two referees. (37213) 180012

### BERKSHIRE
LUCKLEY-OAKFIELD SCHOOL
Wokingham RG11 3EU
*Independent Day and Boarding School*
285 girls including 48 in VIth Form
Required for September 1987.
Accommodation available.
Further details from the Headmaster Tel: 0734 784175, Ext. 222. (36287) 180012

### KENT
*KENT COLLEGE*
Canterbury
(H.M.C. Methodist Co-educational Boarding and Day School Sixth Form of 170)
An experienced teacher is sought for appointment as Senior Teacher from September 1987. The person appointed will be expected to teach at all levels in the school (though is not confined to any particular subject) and also to take a *share of inter*nal administrative responsibilities. In particular this will include a general concern for the oversight and welfare of girls.
Salary will be on the Senior Teacher scale (Burnham or equivalent).
Full details available from the Headmaster, Kent College, Canterbury CT2 9DT, to whom applications should be returned, together with names, addresses and telephone numbers of two referees, by 30th January. (37097) 185624

**MORETON HALL**
Shropshire
(GSA, GBGSA)
*The Governing Council invites applications for the post of* Vice-Principal from September 1987 of this thriving public boarding school of 330 girls with a sixth form of over 100.
Candidates should have a commitment to boarding education. The school is Anglican in tradition but candidates may be of any Christian denomination. The post will be resident and the salary will be as for a Group 8 School; excellent accommodation will be provided.
The Vice-Principal will be expected to undertake some teaching and candidates should indicate their subject specialism.
**Further information, including a detailed job description, may be obtained from the Principal, to whom applications with full curriculum vitae and the names of three referees should be returned as soon as possible not later than February 7th. Moreton Hall, Weston Rhyn, Oswestry, Shropshire, SY11 3EW.** (16504)

**CUMBRIA**
**CASTERTON SCHOOL**
**G.S.A. INDEPENDENT SCHOOL FOR 390 GIRLS AGED 8 TO 18, MAINLY BOARDING**
Required for September, 1987,
**DEPUTY HEAD**
for further details please write to:
**The Headmaster, Casterton School, Kirkby Lonsdale, Cumbria LA6 2SG. Closing date for completed applications: 5th February, 1987.** (03177)

**BENTHAM SCHOOL**
**SHMIS**
**Co-educational, 330 pupils aged 7-18, 150 boarders**
Required for September 1987
**SENIOR MISTRESS**
Duties to include pastoral responsibility for girls.
Applications should be sent to the Headmaster, Bentham School, Bentham, Lancaster LA2 7DB, together with the names, addresses and telephone numbers of two referees. (16505)

Girls' Public Day School Trust
**SYDENHAM HIGH SCHOOL (GIRLS 5–18)**
Applications are invited for the post of
**HEAD**
which will become vacant from 1st January 1988 upon the retirement of the present Headmistress, Miss M.I.J. Hamilton, B.A.
There are 419 girls in the Senior School including a Sixth Form of 77, and 216 in the Junior School. The Head has responsibility for both Senior and Junior Schools. Salary: Burnham Group 9.
*The School participates in the Government's Assisted Places Scheme.*
**For further particulars and an application form write to The Secretary, The Girls' Public Day School Trust, 26 Queen Anne's Gate, London, SW1H 9AN. Closing date for applications: Friday 30th January, 1987.** (02181)

**MILTON ABBEY SCHOOL**
**APPOINTMENT OF HEAD**
The Governors of Milton Abbey School invite applications for the post of Head from 1st September, 1987, following the appointment of Mr. Simon Hall as Warden of Glenalmond College.
Founded in 1954, Milton Abbey is a Boarding School for 280 boys between the ages of 13 and 18.
Details of the Appointment and Application Forms may be obtained from:
**The Secretary to the Governors, Milton Abbey School, Blandford, Dorset DT11 0BZ**
**Applications close on 16th January, 1987.** (02109)

**WESTHOLME SCHOOL**
**BLACKBURN, LANCASHIRE**
**INDEPENDENT DAY SCHOOL FOR GIRLS**
Applications are invited for the post of
**PRINCIPAL**
which will become vacant on the retirement of Dr. Joan Bond, who joined the School in 1968.
This Group 10 School has 980 pupils (895 girls aged 4-18 and 85 boys *aged 4-8*), and is housed *on three* separate sites on the outskirts of Blackburn.
It has a strong academic reputation, a high proportion proceeding to degree courses.
Salary will be in accordance with the Burnham Scale for Headteachers, plus valuable additional benefits.
**Full details of the appointment and application forms may be obtained from:–**
**The Secretary to the Governors, Westholme School, Meins Road, Blackburn, Lancashire, BB2 6QU.** (13656)

**ROYAL GRAMMAR SCHOOL GUILDFORD**
**DEPUTY HEAD**
required in September (or April if available) on the appointment of the present incumbent to a Headship.
**Please write for full details to the Headmaster (DH), Royal Grammar School, High Street, Guildford, Surrey GU1 3BB.** (02116)

## INDEPENDENT DEPUTY HEADSHIPS
continued

**SOMERSET**
BRUTON SCHOOL FOR GIRLS
Sunny Hill, Bruton, Somerset BA10 0NT
Tel:- Bruton (0749) 813277
Following the appointment of the Deputy as Head Mistress, applications are invited for the post of Deputy Head.
Either as a resident or non-resident post which becomes vacant in September 1987. The school is a Day/boarding school for 570 girls aged 8-18 years.
Further information from the Headmistress at the school. *Closing date for applications 26th Janury 1987.*
(37088) 180012

## By Subject Classification

## Art and Design

## Heads of Department

**HAMPSHIRE**
LORD WANDSWORTH COLLEGE
*Long Sutton, Nr. Basingstoke*
Tel: 0256 862482
HMC 400 Boys 11-18
CRAFT, DESIGN, TECHNOLOGY
A new Head of Department will be required from September 1987.
The subject has made considerable advances in the school over the last few years and the teacher appointed should have a lively and energetic approach: an ability to enthuse pupils is as important as any other qualification.
The school is attractively situated in rural Hampshire, an hour by train from Waterloo. There is a strong sense of community and the Lord Wandsworth Trust supports from 100 Foundationers at the school.
Single and married accommodation is usually available; salary, a scale which is above Burnham, will be according to age and experience.
Applications, including C.V. and the names and addresses of two referees should be sent to the Headmaster from whom further details of the post and school may be obtained.
(37192) 181218

## Other Assistants

**GLOUCESTERSHIRE**
'THE CHELTENHAM LADIES' COLLEGE
Requires for September, 1987 a well qualified graduate to teach Graphics and Textiles (Silk Screen) within the Art Department. The vacancy is full-time and will involve teaching pupils up to 'A' Level standard.
Art is a strong subject in the College, attracting a large number of GCSE, as well as 'A' Level candidates each year.
*The person appointed* would join a team of seven and the post offers scope for interesting development in Graphics and GCSE work, *and in continuing a very* strong tradition in textile design.
Salary according to qualifications and experience.
*Please apply in writing* to the Principal, Cheltenham Ladies' College, Bayshill Road, Cheltenham, Glos. GL50 3EP, enclosing a C.V. and the names and addresses of two referees.
(46278) 181224

**HAMPSHIRE**
Petersfield, Hampshire GU32 2DG
HMC Coeducational Boarding 13-18
ART TEACHER/POTTER required for September 1987 to teach GCSE and 'A' level *courses and to play an active* part in the extra-curricular activities and non-examination groups. The applicant should be strong in *Fine Art and be able to teach* Fine Art disciplines throughout the school.
The Headmaster welcomes applications by letter (no forms) including curriculum vitae and the names, addresses and telephone numbers of three referees.
(37782) 181224

**LONDON SW1**
EMANUEL SCHOOL
Battersea Rise, London SW11 1HS
Assistant ART teacher required for September 1987 to *teach from 10+ up to and* including 'O' and 'A' levels, plus, when necessary, 'A' level Art History. Applicants should have graduate qual*ifications (or equivalent) in* Fine Art, and be competent draughtsmen and disciplinarians.
Applications, with curriculum vitae and the names and addresses of two referees, should be sent to the Headmaster. (45854) 181224

STAMFORD HIGH SCHOOL
G.S.A. DAY AND BOARDING
990 PUPILS 4-18

**HEAD OF DESIGN**

*This is a new post incorporating the areas of Art and Design, C.D.T., Fashion, Photography and Home Economics. The selected candidate should have art qualifications but must be able to teach C.D.T. to introduce it into the curriculum.*

*This is a key post for a person of organising ability.*

**For further details of the post please write to the school.**

**Applications with curriculum vitae and the names and addresses of two referees, as soon as possible to:**

**The Headmistress, Stamford High School,**
***St. Martin's, Stamford, Lincolnshire PE9 2LJ***

(03155)

## Classics

## Other Assistants

**DORSET**

BRYANSTON SCHOOL
Blandford

(13-18 boarding: 420 boys, 220 girls)

A teacher of CLASSICS is required for September, 1987 *to teach at all levels* up to University entrance. Willingness to enter fully into boarding school activities and an ability to *coach one of the major* sports would be a recommendation applicable equally to a man or a woman.

Please apply in writing, enclosing Curriculum Vitae and the names of two referees, to The Headmaster, Bryanston School, Blandford, Dorset DT11 0PX. (37853) 181624

## Commercial Subjects

## Other Assistants

**DUBAI**
THE RASHID SCHOOL FOR BOYS
Substantial Tax free salaries.
See Overseas.
(37598) 181824

## Computer Studies

## Other Assistants

**CO. DURHAM**
BARNARD CASTLE SCHOOL
Co. Durham DL12 8UB
(Tel: 0833 37119)
H.M.C. Independent ex D.G.
Boarding and Day (500 Boys)
*145 in VIth Form (including girls)*
Required for September 1987, teacher of Computing. The School prepares candidates for both 'O' Level Computer Studies and 'A' Level Computer Science. The person appointed would be responsible for the teaching of the above courses as well as other aspects of computing within the School. The ability to offer a subsidiary teaching subject could be beneficial as would the willingness to be fully involved in the extra-curricular life of the School.
Further details of the post *can be obtained from the Headmaster* to whom letters of application should be sent together with a full curriculum vitae and the names, addresses *and telephone numbers of two* referees. (36406) 182024

**DORSET**

BRYANSTON SCHOOL
Blandford

(13-18 boarding: 420 boys, 220 girls)

COMPUTING

A teacher of COMPUTING is required for September, 1987 to teach throughout the school and to support out of class computing activity. Bryanston has an extensive Econet of about 35 stations with a hard disc fileserver. A new CDT centre will be opening in September, 1988 and will include Workshops, Design, Computing and Electronics. This is an additional post in an expanding department.

Please apply to The Headmaster, *Bryanston School,* Blandford, Dorset DT11 0PX, enclosing a letter of application, curriculum vitae and the names of two referees.

For further details please Tel: (0258) 52728.
(37855) 182024

**SURREY**
GUILDFORD HIGH SCHOOL
London Road, Guildford, *Surrey GU1 1SJ*
(Church Schools Company Ltd.)
COMPUTER STUDIES specialist required for September to take *responsibility for* developing the subject in the school and extending the use of computers through the curriculum. Good, modern facilities. Although experience would be valuable, enthusiasm imagination and good teaching ability are more important. The person appointed will also be expected to teach a second subject; candidates should state their other subject when applying. Salary will take *account of relevant* experience.
Apply by letter to the Headmistress, enclosing curriculum vitae and the names, addresses *and telephone numbers of two* referees. (37063) 182024

## Craft, Design & Technology

## Other Assistants

**DORSET**

BRYANSTON SCHOOL
Blandford

(13-18 boarding: 420 boys, 220 girls)

CRAFT, DESIGN AND TECHNOLOGY

Required for September 1987 a teacher to teach CDT Technology and Graphical Communication throughout the school to GCSE and A Level. *The successful candidate* will become part of an expanding department which will move to a new CDT Centre opening in *September, 1988*. Relevant experience in teaching technical subjects to O and A Level is required and additional experience of computers and electronics would be an advantage. Duties will include supervision of workshops and design studios in the evenings and at weekends.

Please apply to The Headmaster, Bryanston School, Blandford, Dorset DT11 0PX, enclosing a letter of application, curriculum vitae and the names of two referees.

For further details please Tel: (0258) 52728.
(37854) 182124

**DUBAI**
THE RASHID SCHOOL FOR BOYS
*Substantial Tax free salaies.*
See Overseas.
(37596) 182124

**LONDON EC4**

CITY OF LONDON SCHOOL

HMC 800 day boys 10-18

A well-qualified and enthusiastic teacher of DE*SIGN AND TECHNOLOGY* is required for September 1987 to help expand this new and well-resourced department. Applications from newly qualified teachers will be welcome.

Salary substantially above Burnham. *The school* moved in summer of this year to magnificent newly-built and newly-equipped premises on a riverside site in the City.

Applications, accompanied by a full curriculum vitae and the names, *addresses* and telephone numbers of three referees, should be made by 30th January to the Headmaster, City of London School, Queen Victoria Street, London EC4V 3AL (01-489 0291), from whom further details may be obtained.
(36047) 182124

**NORWICH**
NORWICH SCHOOL
HMC - Day and Boarding
Required for September 1987, a qualified teacher to join a well-established C.D.T. department.
The successful applicant should be capable of teaching C.D.T. at G.C.S.E. and A Level. This is a core subject in the 11-16 Curriculum. An interest in Electronics welcome.
*Willingness to play a full* part in the extra curricular activities (especially games) essential. Salary is above Burnham according to qualifications and experience.
Applications and further details: The Head Master, Norwich School, 70 The Close, Norwich NR1 4DQ (0603 628833). Enclose the names of two referees with telephone numbers. (37543) 182124

## Economics & Business Studies

## Heads of Department

***GLOUCESTERSHIRE***
WYCLIFFE COLLEGE
Stonehouse, Glos. GL10 2JQ
HMC, GBA. Boarding and Day 160 in Sixth Form including 60 girls
HEAD OF ECONOMICS
Required for September, 1987 a well-qualified graduate to *lead this challenging department*. Economics is taught at A level and university entrance level but the successful candidate will also be expected to nurture an *awareness* of economic literacy throughout the school. A willingness to participate in games and extra-curricular activities is important.
Salary will be Burnham Scale II or III depending on age and experience.
Write to the Headmaster, Mr. A.P. Millard, for further details or tel: 045 382 2432.
(46283) 182218

## Other Assistants

**CHESHIRE**
LORETO CONVENT GRAMMAR SCHOOL
*Dunham Road, Altrincham,* Cheshire WA14 4AH
Tel: 061-928 3703
ECONOMICS TEACHER WANTED IMMEDIATELY for one term to teach up to 'A' level.
Apply in writing giving names of 2 referees to the Headmistress. (36594) 182224

**Stanbridge Earls School**
**Romsey, Hants. SO51 0ZS**

Required for April 1987 (or September 1987) a graduate teacher for GCSE and A Level teaching of 3-Dimensional Craft & Design with an emphasis on wood, but pottery and plastics also involved. Craft is an extremely important subject within the School curriculum. Salary Scale Burnham 2.

Small, independent, co-educational Boarding School (member of SHMIS) with 170 on roll (13-18). Living out allowance or accommodation available.

Unusually beautiful School, excellent sports and adventure set-up for which help would be an advantage.

**Apply with Curriculum Vitae to the Headmaster, naming two referees.**

**CROYDON**
OLD PALACE SCHOOL
(Independent Day School for girls)
Required for April or September 1987, well qualified honours Graduate to teach advanced Economics. The school has a *thriving* sixth form. Economics Department. This post could be kept vacant until September for the right candidate. Salary Burnham Scale.
Applications with the names and addresses of two referees should be sent to the Headmistress, Old Palace School, Palace Road, Croydon CR0 1AX. (37331)

**DERBYSHIRE**
REPTON SCHOOL
See our display advertisement under Independent, Other Assistants.
(36453)

**LONDON W5**
ST. ANNE'S CONVENT SCHOOL
Little Ealing Lane, London W5
(250 girls)
Requires in September a graduate to teach (1) Economics and (2) Government & Politics, at Advanced level. London Burnham salary.
Apply to the Headmistress enclosing C.V. and S.A.E.
Tel: 01-567 1866.
(37217)

**SHROPSHIRE**
WREKIN COLLEGE
H.M.C. 380 pupils 13-18
Co-educational boarding (and day)
Required for September 1987 - a specialist to teach Economics and Business Studies to 'A' level to join an expanding department. There are presently 90 pupils studying these subjects in the sixth form. Ability to coach rugby and/or rugby or an interest in *the C.C.F. would also be* useful.
The school has its own salary scale.
Apply with curriculum *vitae and names of 2 referees* to The Headmaster, Wrekin College, Wellington, Telford, Shropshire TF1 3BG.
(37993)

KING'S COLLEGE SCHOOL
Wimbledon, SW19
HMC 615 boys 13-18, 250 in Sixth Form
Required for September 1987
a well qualified

**GRADUATE to teach ECONOMICS AND BUSINESS STUDIES**

Economics is a well established sixth form department. The appointment provides a full teaching timetable in the two subjects and is *suited either* to a young graduate with some experience or a graduate seeking a first post.

Salary K.C.S. Scale, at present not less than Burnham Scale 3. *School accommodation available.*

**Applications should be addressed to the Head Master and include a full curriculum vitae as well as the names and addresses of two referees. Further particulars of the post may be obtained from the Head Master's Secretary, King's College School, Southside, London SW19 4TT. (01-947 9311)**

**BERKHAMSTED SCHOOL**
**Hertfordshire**

needs a

**Head of Art**

from September 1987
* Berkhamsted Salary Scale
* Removal Expenses
* Housing Available
* Pleasant Studios
* Good supporting teachers

Apply for more details to:

**the Headmaster's Secretary, Berkhamsted School, Hertfordshire, HP4 2BE (04427 3236) and to the Headmaster in writing before the end of January 1987.**

(03108)

**UNIVERSITY COLLEGE SCHOOL**
*HMC 520 boys 13–18 ; 200 in Sixth Form*
(Junior Branch I.A.P.S. 250 boys 7+/12+)

**TEACHER OF DESIGN**

A Teacher of Design with a special intereest in the uses of wood is required in September to join a team teaching across a span from Fine Art, via Design to Technology. Preparation for GCSE and Project Work guidance as well as 'A' level work will be involved. Great scope exists for a teacher with a flexible approach to develop a diversity of art and design directions and craft skills. A practising Teacher/Designer/Maker who could bring an inspirational dimension to the work and who acknowledges that creativity finds fertile ground in more areas than Fine Art alone will be warmly welcomed.

An interest in assisting with games will be an additional recommendation. Starting salary will depend on experience and qualifications.

UCS has its own Salary Scale (£9,820–£15,400 with special allowances for additional responsibilities).

Further details of the post are available on request.

Applications which should include a full c.v. and the names and addresses of two referees should be made to The Headmaster, University College School, Frognal, London NW3 6XH.

(16513)



## INDEPENDENT EDUCATION
continued

## English

## Heads of Department

**DUBAI**
THE RASHID SCHOOL FOR BOYS
Substantial Tax free salaries.
*See Overseas.*
(37590) 182418

***LONDON SW1***
HEAD OF ENGLISH AND DRAMA FOR SEPTEMBER 1987
FRANCIS HOLLAND SCHOOL
39 Graham Terrace, London SW1
Church of England School
350 girls 4½-18 years
Experienced *teacher needed* to teach English throughout the senior school from 11 years to 'A' Level, and Theatre Studies at 'A' Level, and run or share the *running* of the English Department. There is a lively tradition of oral work in the school, and the successful applicant would be expected to produce and direct regular drama productions. The Head of English also has responsibility *for the school magazine.*
London Burnham Scale.
Apply in writing, giving particulars and the names of two referees to the Headmistress. (36464) 182418

**SOUTHAMPTON**
THE ATHERLEY SCHOOL
Hill Lane, Southampton
*(The Church Schools Co. Ltd.)*
HEAD OF ENGLISH
Required for September 1987, to organise the Department in the Senior School, 330 pupils aged 11 to 18+, G.C.S.E. A Level and University Entrance. An interest in Drama and Public Speaking an advantage.
Apply in writing to the Head *Mistress enclosing curriculum* vitae and the names and addresses of two referees.
(36642) 182418

**SURREY**
KING EDWARD'S SCHOOL
Witley
(HMC - coeducational, boarding, Assisted Places, 515 pupils 11-18)
Required for September, 1987 a dynamic, well-qualified graduate to be Head of English.
Salary: Burnham Scale 4.
Accommodation or living-out allowance available.
Application form and further details from Headmaster, King Edward's School, Witley, near Godalming, Surrey GU8 5SG. (36363) 182418

**SURREY**
EOTHEN SCHOOL
3 Harestone Hill, Caterham CR3 6SG
(CHURCH SCHOOLS CO. LTD.)
*Required for September 1987* an experienced graduate to take charge of the English Department with responsibility of teaching in the Main *School (girls 11-18) up to* Advanced Level. Interest in and ability to edit the school magazine and organise the school library would be an advantage. Burnham Scale III and Government Superannuation.
Please apply in writing to the Headmistress with full c.v. and names and addresses of two referees. (36463) 182418

## Other Assistants

**DUBAI**
THE RASHID SCHOOL FOR BOYS
Substantial Tax free salaries.
See Overseas.
(37594) 182424

**EDINBURGH**

*ST. GEORGE'S SCHOOL FOR GIRLS*
Garscube Terrace,
Edinburgh EH12 6BG

*ENGLISH*

Required for April 1987, a good honours graduate to assist in the teaching of *English throughout the* school to 'A' level and Oxbridge standard. A strong commitment to Drama and Debating is essential. We are looking for a candidate with enthusiasm for the subject and for the whole of school life.

Letters of application with full curriculum vitae and names, addresses and telephone numbers of two professional referees should be sent to the Headmistress at the above address by Friday, 10th January, 1987.
(36818) 182424

**ESSEX**
FRIENDS' SCHOOL
Saffron Walden, Essex
Required in April teacher of English to A level, preferably as resident Housemistress in charge of girls' boarding house.
Applications for temporary post in summer term and permanent post in September considered.
Inquiries and applications to the Head, John Woods (0799 25351). (36411) 182424

**HAMPSHIRE**
CHURCHER'S COLLEGE
Petersfield, Hampshire GU31 4AS
HMC Independent Day & Boarding School for Boys (11-18) and Sixth Form Girls
2 ENGLISH GRADUATES
Required for September, 1987 to teach English throughout the school. Two posts are available, one full-time (the person appointed to this would be responsible for drama) and the other part-time. The posts together might be suitable for a husband and wife. Residential posts may be available.
Salary: Burnham Scale 2.
*Willingness* to help with CCF and sport, especially cricket and rugby, would be a strong recommendation.
Closing date: January 30th, 1987.
Please contact Headmaster's Secretary for details - Petersfield (0730) 63033 & 63113.
(36561) 182424

**LINCOLNSHIRE**
STAMFORD HIGH SCHOOL
G.S.A. Day and Boarding
990 Pupils 4-18
Required for September 1987 a good honours *English graduate* to teach throughout the school up to and including Oxbridge entry. A vacancy has arisen as a result of the promotion of a member of the department and there is the opportunity for an ambitious young graduate to join a successful team, Scale 1 post but there is the possibility of additional remuneration for a suitably qualified and experienced applicant.
Applications with curriculum *vitae and the names* and addresses of two referees, as soon as possible to: The Headmistress, Stamford High School, St. Martin's, Stamford, *Lincolnshire* PE9 2LJ.
(36457) 182424

**NORWICH**
NORWICH HIGH SCHOOL FOR GIRLS
G.P.D.S.T.
95 Newmarket Road, *Norwich* NR2 2HU
Required from September 1987, owing to retirement, an honours graduate, preferably with experience, to teach English throughout the Senior School to Advanced Level and university entrance. Interests in debating, drama, school magazine required. Burnham Scale 2 would be available for a suitable applicant, and there is Government Supperannuation.
*Applications* by letter please (no forms) to the Headmistress, enclosing c.v., s.a.e., and the names, addresses and telephone numbers of two pro*fessional referees* by Friday, 30th January, 1987. Interviews to be held mid-February.
(36474) 182424

**LONDON SW19**
KING'S COLLEGE JUNIOR SCHOOL
Wimbledon Common SW19 4TT
Tel: 01-946 2503
IAPS 371 day boys 8 to 13
There will be a vacancy in September 1987 for a graduate to teach ENGLISH throughout the School including classes to Entrance Scholarship level.
The post has considerable scope for career development and is especially suitable for an experienced teacher looking for a broad programme and *increased responsibility in a* large school. There is a large purpose-built library and a new theatre will be built in 1987. A subsidiary subject such as *History or French* will be an advantage. Help with extra-curricular activities and games, for example cricket or tennis, is an important part of the job.
Salary according to KCS Scales. The Junior School shares a site and facilities with the Senior School and there is opportunity to take part in the wider life of the School.
Applications by personal letter with full curriculum vitae and the names of two referees to the Headmaster, from whom further particulars may be obtained.
(37354) 182424

**SHROPSHIRE**

SHREWSBURY SCHOOL

Graduate to teach English throughout the School required for September 1987. The post is suitable for someone recently qualified or someone with three or four years' teaching experience. An ability and willingness to help with extra curricular activities will be a strong recommendation.

*Accommodation* available. Own salary scale.

Applications with C.V. and the names, addresses *and telephone numbers of* two referees should be sent to the Headmaster, The Schools, Shrewsbury, Shropshire SY3 7BA, from whom *further details may* be obtained.
(46231) 182424

**SHROPSHIRE**
*WREKIN COLLEGE*
H.M.C. 380 pupils 13-18
Co-educational boarding (and day)
Requires for September 1987 an *ENGLISH SPECIALIST* (first or second appointment) to teach throughout the school up to 'A' level and Oxbridge entrance standard. An interest in drama and/or games - rugby and cricket in particular - would be an advantage.
The School has its own salary scale.
Apply with curriculum vitae and names of 2 referees to The Headmaster, Wrekin College, Wellington, Telford, Shropshire TF1 3BG.
(37008) 182424

**SURREY**

FRENSHAM HEIGHTS SCHOOL
Rowledge, Farnham, Surrey

This co-educational boarding and day school of 265 pupils require in September an English Graduate to teach up to GCSE and A Level. Ability to offer some Junior Drama *important*. Must have proven ability; our department is outstanding in teaching and results.

*Applicants should* be prepared to function as Assistant Housemaster or visiting tutor in boys' house. Single accommodation available.

Burnham Scale II plus London fringe allowance.

Write fully with 2 referees and C.V. to Headmaster. (36508) 182424

**SURREY**
KING EDWARD'S SCHOOL
Witley
(HMC - coeducational, boarding, Assisted Places, 515 pupils 11-18)
Required for September, 1987 suitably qualified graduate to teach ENGLISH. Ability to offer Drama, Junior History, help with games, societies, etc. strong *recommendation.*
Salary Burnham Scale 1.
Accommodation or living-out allowance available.
Application form and *further details from Headmaster,* King Edward's School, Witley, near Godalming, Surrey GU8 5SG.
(36565) 182424

## Geography

## Heads of Department

**CUMBRIA**
CASTERTON SCHOOL
G.S.A. Independent School for 390 girls aged 8 to 18, mainly boarding
Required for September, 1987, a HEAD OF GEOGRAPHY to be responsible for the subject throughout the school. Salary Burnham Scale 2.
*Applications together with* curriculum vitae and the names and addresses of two referees should reach the Headmaster, Casterton *School, Kirkby Lonsdale,* Cumbria LA6 2SG by Monday, 2nd February, 1987.
(36412) 182618

**DUBAI**
THE RASHID SCHOOL FOR BOYS
Substantial Tax free *salaries.*
See Overseas.
(37592) 182618

**OXFORDSHIRE**

SHIPLAKE COLLEGE
Henley on Thames, Oxon.
RG9 4BW

HEAD OF GEOGRAPHY

Required for September, 1987, a graduate to be Head of a growing Geography Department. This is an ideal post for someone with suitable experience who is contemplating a first move. Sympathy with boarding education is essential and an ability to help with out of classroom activities in a boys' school would be an advantage.

Apply, with the names, *addresses and telephone* numbers of two referees, to the Headmaster from whom further details can be obtained. (36286) 182618

**SOUTHAMPTON**
THE ATHERLEY SCHOOL
*Hill Lane, Southampton*
(The Church Schools Co. Ltd.)
HEAD OF GEOGRAPHY
Required for September 1987, to run the Department and to teach to G.C.S.E., A Level and University Entrance.
Apply in writing to the Head Mistress enclosing curriculum vitae, names and addresses of two referees and indicating any extra curricular activities or experience. (36643) 182618

## Other Assistants

**LONDON SE21**
DULWICH COLLEGE
London SE21 7DD
Required for September 1987 2 graduates to teach Geography to all levels in the school.
The College offers much in the way of games and other extra-curricular activities, where willingness to help will be appreciated.
Dulwich has its own salary scales, in excess of Burnham, placement on which will be according to age and experience. It is likely that accommodation could be offered if required.
*Applications* by letter to the Master enclosing a full curriculum vitae and the names, addresses and TELEPHONE NUMBERS of two referees.
*Further particulars will be* sent to all applicants.
(45851) 182624

**SURREY**
ROYAL NAVAL SCHOOL
Haslemere, Surrey
GSA (300 Girls Day/Boarding)
Required from 22nd April to 15th July 1987 temporary part-time teacher of Geography to teach 12 periods (1st to 4th year inclusive) on Mondays, Thursdays & Fridays. Graduate preferred with some teaching experience. Burnham Scale 1. Non-resident post.
Apply with full c.v. & names and addresses of 2 referees to the Headmistress.
(37017) 182624

**SURREY**
THE GROVE SCHOOL
*Hindhead*
G.S.A./G.B.G.S.A.
Required for the Summer Term, 1987, a well qualified Teacher of GEOGRAPHY. To *teach throughout the Senior* School to G.C.S.E. level. Candidates able to make a contribution to one other area of the curriculum, particularly *Careers Guidance,* would be welcome.
Applications, together with a Curriculum Vitae and the names of two referees, to the Headmaster. (37461) 182624

## History

## Heads of Department

**SUFFOLK**
FELIXSTOWE COLLEGE
Felixstowe IP11 7NQ
(Boarding, 340 girls aged 11 to 18)
Required for September 1987, experienced History graduate to lead successful department with regular Oxbridge entrants.
Further details from Headmistress's Secretary. Full ap*plications to be received by* January 29th including c.v. and details of two referees.
(37950) 182818

## Other Assistants

**BEDFORDSHIRE**
BURY LAWN CO EDUCATIONAL Independent *Day School*
The Knoll, Heath Lane, Woburn Sands, Milton Keynes MK17 8TP
Required in April, 1987 for *new school in Milton Keynes.* Upper School (10-18 years). FULLY QUALIFIED AND EXPERIENCED HISTORY TEACHER to teach to GCSE and *'A' level standard preferably* able to offer Geography as a second subject.
Please apply in writing to the Principal at the above address enclosing a C.V.
(38000) 182824

***BRADFORD***
BRADFORD GRAMMAR SCHOOL
Keighley Road, Bradford BD9 4JP
There will be a vacancy in September 1987 for a well-qualified teacher of History, capable of teaching at all levels up to Advanced Level? Salary (above Burnham) will be according to qualifications and experience. Willingness to take part in extra-curricular *activities, particularly sport or* outdoor activities is highly desirable.
Letters of application and curriculum vitae, together *with the names and addresses* of two referees, should be addressed to The Headmaster.
CLOSING DATE: 30 January 1987. (37944) 182824

**HERTFORDSHIRE**
THE PRINCESS HELENA COLLEGE FOR GIRLS
Temple Dinsley, Preston, Near Hitchin SG4 7RT
Required either temporarily in April and-or permanently in September 1987 a teacher of History to A Level, either resident or local. Burnham Scale 1 with free residence and board.
Apply to the Headmaster, giving telephone number, if any, and names of referees.
(37310) 182824

**DULWICH/LONDON**
ALLEYN'S SCHOOL
Townley Road, Dulwich, London SE22 8SU
H.M.C. Co-educational Day School
900 pupils, 230 in Sixth Form
There will be a vacancy in September, 1987, for a graduate to teach History throughout the school. 'A' level and Oxbridge work will be available and the school has its own salary scale, above present Burnham, with London Allowance. Accommodation will be available, if required.
*Ability to assist in extra-*curricular activities, including games, would be an advantage.
Applications, including a full curriculum vitae and the *names, addresses and telephone* numbers of two referees, should be sent to the Headmaster at the school as soon as possible.
(46235) 182824

**LONDON W1**
There is an interesting part-time post available for a well-qualified historian.
Please see advertisement in *General Administration.*
(37698) 182824

**STAFFORDSHIRE**
Required for September, 1987. A qualified experienced graduate to teach History up *to 'A' level in Senior School.*
Applicant must have some experience in organising a Schools Careers Department and must be enthusiastic about *developing School/* Industry Liaison links.
Maximum of 16 pupils in each class. D.E.S. Pension Scheme Schools annual salary scale. No boarding duties required, though rented accommodation could be made available.
A scale post available to a suitably experienced and enthusiastic person.
Lyncroft House is a small co-educational independent day and boarding School for pupils from recreation age to University entry.
The School has exceptionally good facilities both for academic study and for physical activities.
Please apply in writing (no forms) enclosing full curricula vitae with the names of *two referees to:* Headmaster, Lyncroft House School, Convent Close, St. John's Road, Cannock, Staffs. enclosing a s.a.e. for acknowledgement *of application.*
(37977) 182824

## Home Economics

## Other Assistants

**SURREY**
SUTTON HIGH SCHOOL
55 Cheam Road, Sutton, *Surrey*
Tel: 01-642 0594
G.P.D.S.T.
Required in April someone, full time or possibly part *time, qualified to teach* NEEDLECRAFT at 11+ and 12+, and TEXTILES and DRESS to Ordinary/GCSE and Advanced Levels. Initially a temporary post occasioned by confinement leave.
Please apply by letter to the Headmistress, including a curriculum vitae and the names of two referees.
(37449) 183024

DEVON

**KELLY COLLEGE**
**Tavistock**

Required for September 1987, well qualified

**ENGLISH GRADUATE**

to teach the subject throughout the school in a successful department with a strong Sixth form.

An ability to help with Boys' or Girls' games (especially Netball) and other School activities will be an advantage.

**For a suitable candidate the position of resident House Tutor in the Girls' Boarding House may also be available.**

(16530)

**STAMFORD SCHOOL**
**(Stamford Lincolnshire)**
**HMC/IAPS 940 Boys Boarding and Day (8-13)**
*require for September 1987*

**HEAD OF HISTORY**

**(following the appointment of the present Head to the headship of Ashville College)**

The Department is strong, with three sets at A level each year, and has a very good record of success at Oxford and Cambridge. Salary is at the moment Burnham based but with a *significant Stamford School* Allowance: it will depend upon experience and qualifications. A full commitment to the life of the school is expected.

**Applications with full c.v. and names and addresses of two referees should be sent to The Headmaster, Stamford School, Stamford, Lincs. PE9 2BS from whom further details are available. (Tel 0780 62171)**

(16433)

**REPTON SCHOOL**
**DERBYSHIRE**

**(H.M.C. 520 boys: 65 VIth Form girls)**

Applications are invited from well-qualified Modern Historians for the post of

**HEAD OF HISTORY DEPARTMENT**

which falls vacant in September 1987. Full details of the post are obtainable from **The Acting Headmaster, The Hall, Repton, Derby DE6 6FH, to whom applications should be made by letter giving a full curriculum vitae and the names of two academic referees before the closing date of 30th January, 1987.**

(03162)

INDEPENDENT EDUCATION
continued

## Mathematics

### Heads of Department

**CO. DURHAM**
BARNARD CASTLE SCHOOL
Co. Durham DL12 8UN
(Tel: 0833 37119)
H.M.C.: Independent ex D.G. Boarding and Day (500 Boys) 145 in Vith Form (including girls)
Required for September 1987, Graduate to be Head of Mathematics. It is expected that the successful candidate will be prepared to make a contribution to extra-curricular activities.
Further details of the post can be obtained from the Headmaster to whom letters of application should be sent together with a full curriculum vitae and the names, addresses and telephone numbers of two referees.
(36405) 183418

**LONDON SE22**
JAMES ALLEN'S GIRLS' SCHOOL
East Dulwich Grove, London SE22 8TE
GSA - 810 Girls
Required for September 1987, a well-qualified graduate to head a department of eight teaching throughout the school to Further Maths 'A' level, 'S' level and Oxford entrance.
Salary - I.A.G.S. Scale 4 (Burnham plus), with Inner London Allowance.
Please apply to the Headmistress, enclosing a c.v. and names, addresses and telephone numbers of two referees. (36423) 183418

### Other Assistants

**ARGENTINA**
ST. HILDA'S COLLEGE
Buenos Aires
Seeking a change?
See under Overseas Schools. (37176) 183424

**BOURNEMOUTH**
TALBOT HEATH
Bournemouth
Independent (formerly Direct Grant) Church of England Day and Boarding School for 600 girls aged 8-18 years; Sixth Form of 100
MATHEMATICS GRADUATE
Required in September, 1987 to teach the subject throughout the Main School (11-18 years) to Ordinary, Advanced and Oxbridge levels. Strong department of five.
Please apply immediately by letter with curriculum vitae and the names and addresses of two persons to whom reference may be made to the Head Mistress, Talbot Heath, Rothesay Road, Bournemouth BH4 9NJ. Tel: (0202) 761881.
(46279) 183424

**CLEVELAND**
YARM SCHOOL
Cleveland
Grammar School for boys 10-18 and Sixth Form girls. 400 on roll
A Mathematics graduate is required for September 1987. The post would be suitable either for a recent graduate or someone seeking a second appointment.
The department is responsible for a large section of sixth form work, presenting candidates at 'A', Further and Oxbridge level.
Applications, with full CV and the names, addresses and telephone numbers of 2 referees to The Headmaster, Yarm School, The Friarage, Yarm, Cleveland TS15 9EJ. Tel: 0642 786023.
Full particulars will be sent upon receipt of applications.
(36432) 183424

**DUBAI**
THE RASHID SCHOOL FOR BOYS
Substantial Tax free salaries.
See Overseas.
(37595) 183424

**EAST SUSSEX**
NEWLANDS MANOR SCHOOL
Seaford BN25 3PL
Required for September 1987, a well qualified graduate to teach Mathematics at all levels within a flourishing department of this expanding, co-educational (boarding and day) school of 190 pupils, 13 to 18. The right candidate could also be considered to take charge of a House. Married and single accommodation available.
Please apply, enclosing C.V. together with names and addresses of two referees, to the Headmaster.
(37991) 183424

**LONDON EC4**
CITY OF LONDON SCHOOL
HMC 800 day boys 10-18
A good honours graduate is required for September 1987 to teach MATHEMATICS throughout the School.
Salary substantially above Burnham. The school moved in summer of this year magnificent newly-built and newly-equipped premises on a riverside site in the City. The Mathematics Centre will have its own computer network, and in addition each classroom is equipped with a computer. The school has a long-standing record of high academic achievement in Mathematics.
Applications, accompanied by a full curriculum vitae and the names, addresses, and telephone numbers of three referees, should be made by 30th January to the Headmaster, City of London School, Queen Victoria Street, London EC4V 3AL (01-489 0291), from whom further details may be obtained.
(36046) 183424

**LONDON SE21**
DULWICH COLLEGE
London SE21 7LD
Required for September 1987 a graduate to teach Mathematics to all levels in the school.
The College offers much in the way of games and other extra-curricular activities, where willingness to help will be appreciated.
Dulwich has its own salary scales, in excess of Burnham, placement on which will be according to age and experience. It is likely that accommodation could be offered if required.
Applications by letter to the Master enclosing a full curriculum vitae and the names, addresses and TELEPHONE NUMBERS of two referees.
Further particulars will be sent to all applicants.
(45852) 183424

**MIDDLESEX**
HARROW SCHOOL
Harrow on the Hill
Mathematics teacher required for September 1987 to teach throughout the school. The timetable available can include work up to A/S Level or be restricted to work in the Lower Sixth and Lower School depending on the qualifications of the applicant. Involvement in extra-mural activities is essential. Housing is supplied; own salary scale.
Applications with full curriculum vitae and names of two referees to The Head Master, Harrow School, Harrow on the Hill, Middx. HA1 3HW.
(36483) 183424

**SHROPSHIRE**
SHREWSBURY SCHOOL
Mathematician to teach throughout the School required for September 1987. The post would suit a newly qualified graduate or someone with three or four years' teaching experience. An ability and willingness to help with extra curricular activities will be a strong recommendation.
Accommodation available. Own salary scale.
Applications with C.V. and the names, addresses and telephone numbers of two referees should be sent to the Headmaster, The Schools, Shrewsbury, Shropshire SY3 7BA, from whom further details may be obtained.
(46230) 183424

**SURREY**
ST. CATHERINE'S SCHOOL
Bramley, Guildford, Surrey
A Church of England Day and Boarding School for 580 girls (5-18)
Required for September a GRADUATE MATHEMATICIAN to teach this subject throughout the Senior School (11-18), including 'A' Level work. This post, which could be resident, might well suit a young person seeking a first appointment, and the ability to teach statistics in the Sixth Form will be an advantage.
Burnham Scale Salary (according to age and experience), Government Superannuation.
Applications, including a curriculum vitae and the names and addresses of two referees, should reach the Housemaster by 30th January, 1987.
(36567) 183424

**WILTSHIRE**
ST. MARY'S SCHOOL
Calne
Mathematician required from September 1987 for a strong department. Nearly all girls will be taking the higher level G.C.S.E. At 'A' level, single subject and Further Mathematics are taught with both statistics and mechanics offered as options. Computing is also taught within the department. Burnham Scale.
Apply with c.v. and referees to: The Headmistress, St. Mary's School, Calne, Wiltshire SN11 0DF. Closing date: 23rd January, 1987.
(37123) 183424

## Modern Languages

### Heads of Department

**DUBAI**
THE RASHID SCHOOL FOR BOYS
Substantial Tax free salaries.
See Overseas.
(37591) 183618

**HAMPSHIRE**
CHURCHER'S COLLEGE
Petersfield, Hampshire GU31 4AS
HMC Independent Day & Boarding School for boys (11-18) and Sixth Form Girls
HEAD OF MODERN LANGUAGES
Able to teach German to 'A' level and French to 16+ and, preferably, to 'A' level, required for September, 1987.
Salary: Burnham Scale 4.
Willingness to help with CCF and sport, especially cricket and rugby, would be a strong recommendation. A residential post may be available.
Closing date: January 30th, 1987.
Please contact Headmaster's Secretary for details - Petersfield (0730) 63033 & 63113. (36562) 183618

**MIDDLESEX**
NORTHWOOD COLLEGE
Northwood
(Girls' Independent School - 490 pupils)
Required in September, a lively and experienced graduate in French as Head of a strong Modern Languages Department. Ability to teach German to Advanced Level would be an advantage. Vacancy arising as a result of promotion to Headship.
Burnham salary, Scale 3 with Outer London Allowance.
Apply in writing to the Head Mistress with c.v. and names and addresses of two referees. (36499) 183618

### Other Assistants

**DUBAI**
THE RASHID SCHOOL FOR BOYS
Substantial Tax free salaries.
See Overseas.
(37599) 183624

**CHESHIRE**
STOCKPORT GRAMMAR SCHOOL
Independent HMC
Founded 1487
1010 boys and girls 11 to 18
Required for September 1987 Honours Graduate to teach GERMAN to Advanced Level and beyond and if possible some French throughout the school in a strong department in a recently opened centre with two language laboratories.
Salary according to age and experience on Burnham plus Scale. A willingness to play an active part in the extra curricular activities will be a strong advantage.
Please apply by letter to the Headmaster, Stockport Grammar School, Buxton Road, Stockport, Cheshire SK2 7AF enclosing a full curriculum vitae giving details of extra curricular interests and the names of two referees. Information on Stockport Grammar School and the vacancy will be forwarded.
(37852) 183624

**EAST SUSSEX**
NEWLANDS MANOR SCHOOL
Seaford BN25 3PL
Required for September 1987, a well qualified graduate to teach German and French within the flourishing Modern Languages Department of this expanding, co-educational (boarding and day) school of 190 pupils, 13 to 18. The right candidate could also be considered to take charge of a House. Married and single accommodation available.
Please apply, enclosing C.V. together with names and addresses of two referees, to the Headmaster.
(37992) 183624

**HEREFORD AND WORCESTER**
MALVERN COLLEGE
Required for September 1987 a MODERN LINGUIST to teach FRENCH and SPANISH, from beginners to A level.
A willingness to play a full part in the life of a boarding community by helping with any combination of cultural activities, pastoral work, games etc. is essential.
School accommodation may be available. Own salary scale.
Applications together with a full curriculum vitae, particular interests in the field of Modern Languages as well as extra curricular interests and the names and addresses of two referees should be addressed to The Headmaster, Malvern College, Malvern, Worcester WR14 3DF from whom further particulars may be obtained.
(36472) 183624

**LONDON SE26**
SYDENHAM HIGH SCHOOL
G.P.D.S.T.
Required for the Summer Term, 1987, temporary full-time Assistant Teacher for French to 'O' and 'A' level.
Burnham Scale 1+ Inner London Allowance.
Please apply by letter, enclosing a curriculum vitae and names and addresses of two referees to:- The Headmistress, Sydenham High School, 19 Westwood Hill, London SE26 6BL. (36501) 183624

**MIDDLESEX**
HARROW SCHOOL
Harrow on the Hill
Modern Languages teacher required for September 1987 to teach French and some German throughout the school. Sixth Form work available but the exact content of the timetable will depend on qualifications and experience of the applicant. Involvement with extra-mural activities is essential. Housing is supplied; own salary scale.
Applications with full curriculum vitae and names of two referees to the Head Master, Harrow School, Harrow on the Hill, Middx. HA1 3HW.
(36484) 183624

**SHROPSHIRE**
SHREWSBURY SCHOOL
Modern Linguist to teach French and [illegible] throughout the School [illegible] quired for September 1987. The post would [illegible] newly qualified graduate [illegible] someone with three or [illegible] years' teaching experience. An ability and willingness to help with extra curricular activities will be [illegible] strong recommendation.
Accommodation [illegible] able. Own salary scale.
Applications with C.V. and the names, addresses and telephone numbers of two referees should be [illegible] to the Headmaster, The Schools, Shrewsbury, Shropshire SY3 7BA, from whom further details may be obtained.
(46229) [illegible]

**SURREY**
REED'S SCHOOL
Cobham, Surrey
H.M.C. 345 boys, mostly boarding
Required for September 1987 a young [illegible] French specialist to teach throughout the School. [illegible] commitment to [illegible] Objectives is essential, as well as a willingness to undertake extramural activities.
Single accommodation available in the School.
Applications with curriculum vitae should be sent to the Headmaster, [illegible] ing, giving the names and addresses of two referees.
(36843) [illegible]

**WEST MIDLANDS**
SOLIHULL SCHOOL
(HMC, 950 pupils 7-18 - 7[illegible] girls in the Sixth Form)
TEACHER OF FRENCH
Required for two terms from April 1987 (or 1st March if possible), a full-time teacher of French up to 'A' Level with the possibility of 'O' [illegible] Spanish.
Salary (Burnham Scale + Solihull Allowance) according to qualifications and experience.
Apply as soon as possible to the Headteacher, Solihull School, Solihull, West Midlands B91 3DJ (Tel: 021-[illegible] 0958) for further details.
(36500) [illegible]

## Music

### Other Assistants

**EAST SUSSEX**
ST. BEDE'S SCHOOL
The Dicker, Hailsham
An opening exists in this expanding and musically [illegible] co-educational school [illegible] range 13-18+) for a full-time assistant Musician. The post becomes available in [illegible] 1987, or possibly September 1987. It will involve [illegible] teaching of individual keyboard lessons and candidates should preferably be able to offer a second instrument. In addition, teaching of [illegible] in the general studies part of the curriculum to G.C.S.E. level would be required.
The post is residential [illegible] applicants should be in sympathy with the demands of [illegible] predominantly boarding school.
Please apply in writing, with full c.v. and names, addresses and telephone numbers of [illegible] referees to The Headmaster.
(36844) [illegible]

**GLOUCESTERSHIRE**
DEAN CLOSE SCHOOL
H.M.C., 430 pupils, 13-18
Co-educational, boarding and day
Requires in SEPTEMBER [illegible] an enthusiastic MUSICIAN [illegible] be a full-time assistant participating fully in the life and work of the School.
Preference will be given to someone able to offer teaching to 'A' level and who is willing to conduct a variety of groups and ensembles.
First of second post applications will be welcome in this large and flourishing department. (37930)

# HEAD OF MATHEMATICS

## Sherbourne School, Dorset

Applications are invited for the head of Mathematics at Sherborne, which will become vacant in September.

The Department is a flourishing one with a full-time staff of nine and 120 A Level candidates in the 6th Form.

Accommodation is normally available and the school has its own salary scale above Burnham.

**Applications should be sent by January 27th with curriculum vitae and the names of two referees, should be sent to the Headmaster's Secretary, Sherborne School, Sherborne, Dorset DT9 3AP.**
(03155)

THE NORTH LONDON COLLEGIATE SCHOOL

# *HEAD OF MATHEMATICS*

to lead a team of seven full-time teachers.

Scale 4 appointment.

**Applications with full Curriculum Vitae and the names of two referees to the Head Mistress, The North London Collegiate School, Canons, Edgware, Middlesex HA8 7RJ by 30th January.**

**(Independent School - 800 girls)**
(16509)

**Heathfield School**
**Beaulieu Drive**
**Pinner, HA5 1NB**

Heathfield is a girls' School for pupils 7-18.
Required for September

# HEAD OF MATHEMATICS.

All girls offer Mathematics at G.C.S.E. Mathematics is also taught to Advanced Level. Salary: Scale 3 Burnham plus Outer London Allowance.

**Apply in writing to the Headmistress at the above address including a c.v. and names of two referees.**
(03181)

MILLFIELD SCHOOL
September 1987

# DIRECTOR OF MUSIC

to take charge of a large and flourishing department, in a new purpose-built accommodation. Seven full-time, five part-time staff; Music scholarships offered annually. Class Music, GCSE, 'A' and some instrumental teaching; wide conducting opportunities.

**Apply to Headmaster, Millfield School, Street, Somerset BA16 0YD, giving curriculum vitae and the names of two referees.**

INDEPENDENT EDUCATION
continued

**LEICESTERSHIRE**
LOUGHBOROUGH HIGH SCHOOL
Independent School participating in the Assisted Places Scheme, 530 girls, 150 in the VIth form)
Required preferably for April (otherwise September) a full time teacher of violin and viola to instruct individual pupils in the High School and adjoining Grammar School and Lower School. Ability to take charge of the Training Orchestra and coach the stringed section of the Main Orchestra is necessary. Salary: at present above Burnham.
Letters of application enclosing curriculum vitae and the names, addresses and telephone numbers of two referees should be sent to the Head Mistress, Loughborough High School, Burton Walks, Loughborough LE11 2DU as soon as possible. (36909) 183824

**LONDON W5**
ST. BENEDICT'S SCHOOL
Ealing, London W5
HMC Benedictine R/C Day School
c.600 pupils (including 6th form girls)
Three part-time teachers required as soon as possible for expanding department.
Organist/Accompanist willing also to teach piano; initially Tuesday mornings, 4 hours.
Violinist to take senior violin pupils and lead school orchestra: ability to teach viola an asset; Friday afternoons, 3 hours.
Percussion teacher to tutor four week percussion course each term; Monday mornings, 3 hours.
Applications with C.V. and names and addresses of two referees to the Director of Music. (36462) 183824

**SUFFOLK**
FELIXSTOWE COLLEGE
Felixstowe IP11 7NQ
(Girls Boarding, 340 girls aged 11 to 18)
Required for September 1987 three top-level musicians to facilitate further expansion in an outstanding department. Opportunities include piano tuition to diploma standard and college entrance, with accompanying; classroom teaching throughout school to G.C.S.E. and 'A' level; violin teaching to diploma standard; part-time or full time junior choral work and concert and Chapel events.
Further details available from Headmistress's Secretary. Full applications to be received by January 29th 1987.
(37309) 183824

**WENTWORTH MILTON MOUNT,**
**Bournemouth. BH5 2DY**
**350 girls (11-18) 170 Boarders.**
**Christian Foundation**

# HEAD OF MUSIC

required for September 1987. There is widespread interest in class, orchestral and individual Music throughout the School and we are looking for a well qualified and enthusiastic musician with good teaching experience to carry forward the work of this flourishing department.

**Applications with full c.v. and names, addresses and telephone numbers of 2 referees to the Headmistress, from whom further particulars are available. Closing date: 5th Feburary 1987.**
(02161)

**SUSSEX**
BRIGHTON COLLEGE
SEPTEMBER 1987
An enthusiastic young Musician is required to join a flourishing department as Assistant to the Directors of Instrumental & Choral Music. There will be opportunities for individual responsibility in both those fields. The successful candidate will be primarily a keyboard player able to teach piano to a high standard, and also a competent organist, able to accompany the chapel choir.
GCSE and A level work.
Salary above Burnham.
Apply in writing to: The Headmaster, Brighton College, Eastern Road, Brighton BN2 2AL with c.v. and names and addresses of two referees. (37998) 183824

**WILTSHIRE**
ST. MARY'S SCHOOL
Calne
Full-time Music Teacher required for the Summer Term 1987 to join large and active department. String specialist preferred. The post combines class teaching in the Junior and Senior School and instrumental teaching. Applicants should specify their particular areas of interest.
Apply to the Headmistress with c.v. and referees to: St. Mary's School, Calne, Wilts SN11 0DF. Closing date 23rd January, 1987.
(37122) 183824

## Pastoral

### Heads of Department

**BERKSHIRE**
QUEEN ANNE'S SCHOOL
Caversham, Reading RG4 0DX
Girls' Independent boarding and day school
(370 girls, aged 11-18, 100 in Sixth Form)
Housemistress required to look after one of two Sixth Form Houses. Experienced person preferred, teaching or non-teaching. If teaching, please state subject. Post vacant in SEPTEMBER, 1987.
Applications, giving address and telephone number, together with names, addresses and telephone numbers of two referees to be made to the Headmistress, Miss A.M. Scott, B.A. (37484) 184018

**ESSEX**
FRIENDS' SCHOOL
Saffron Walden, Essex
Required in April teacher as Housemistress in charge of girls' (11-16) boarding house. Resident post. Preference to teachers able to assist in teaching English to A level. Applications for September considered.
Inquiries and applications to the Head, John Woods (0799 25351). (36410) 184018

### Other Assistants

**BUCKINGHAMSHIRE**
PIPERS CORNER SCHOOL
Great Kingshill, High Wycombe
(Girls 8-18)
Resident Assistant HOUSEMISTRESS required in April 1987.
Letter of application and C.V. plus the names of two referees to the Headmistress.
(36845) 184024

**DORSET**
SHERBORNE SCHOOL FOR GIRLS
Dorset
requires a
HOUSEMISTRESS
The post involves taking charge of a boarding house of approximately 45 girls, and teaching half a timetable. Salary Scale 3 Burnham. Date of appointment 1st September 1987. Applicants should be a graduate, good honours graduate preferred.
Apply in writing to the Headmistress giving details of age, qualifications, experience and teaching subjects, together with the names and addresses of two referees. (37183) 184024

**KENT**
HOLY TRINITY CONVENT INDEPENDENT GRAMMAR SCHOOL FOR GIRLS
81 Plaistow Lane, Bromley, Kent BR1 3LL
Required as soon as possible. Secondary School Supervisor/Domestic Bursar.
Duties include lunch-time supervision, ordering and distribution of stationery and supplies, some organisation of social events etc.
Salary by arrangement.
Apply in writing to the Headmistress with full C.V. and names and addresses of two referees. (36536) 184024

**SURREY**
ROYAL NAVAL SCHOOL
Haslemere, Surrey GU27 1HQ
(GSA 300 girls - Day/Boarding)
HOUSE MISTRESS
Required from 21st April, 1987 to take charge of a separate Boarding House of 40 Boarders, aged 11-16. Post suitable for well educated person with good understanding of teenage girls. School experience desirable. Car driver useful. The post is non-teaching, but could be teaching.
Please state subjects offered. Salary according to qualifications and experience.
Applications with full c.v. & names and addresses of 2 referees to the Headmistress.
(37004) 184024

**SURREY**
KING EDWARD'S SCHOOL
Witley
(HMC - coeducational, boarding, Assisted Places, 515 pupils 11-18)
Applications are invited for September, 1987 from well qualified and experienced teachers for the post of Resident Housemistress of a Senior House of 48 girls (aged 13-18). This will also be a teaching appointment and opportunities are likely to be available in several subjects, particularly English, History, Chemistry or French.
Salary equivalent to Burnham Scale 4. Excellent accommodation in a modern self-contained flat.
Full details and form of application from the Headmaster, King Edward's School, Witley, near Godalming, Surrey GU8 5SG. (36564) 184024

**SUSSEX**
ARDINGLY COLLEGE
H.M.C. 474 Coeducational
Sixth Form 171
HOUSEMISTRESS OF GIRLS HOUSE REQUIRED FOR SEPEMBER, 1987
The successful applicant must be a full member of the teaching staff (no subject specified) and will be responsible for the day-to-day running of the girls' and of this brand new, purpose-built Upper VIth Girls House in our fully coeducational school.
For further details of this new post, please write to the Headmaster, Ardingly College, Haywards Heath, Sussex RH17 6SQ. Applications should be accompanied by a curriculum vitae and the names, addresses and telephone numbers of three referees.
Ardingly College is one of the Woodard Schools.
(45036) 184024

## Physical Education

### Heads of Department

**SURREY**
ST. TERESA'S CONVENT SCHOOL
Effingham Hill, Dorking, Surrey
Independent Day/Boarding - Girls, 11-18 years
Required for May 1987 Head of Physical Education Department, to take P.E. throughout the school. Excellent facilities including Sports Hall, hard Tennis/netball courts, all-weather hockey pitch, outdoor swimming pool. Scale 2 post for suitably qualified and experienced applicant. Government Superannuation. London Fringe Allowance.
Applications in writing to the Headmistress with curriculum vitae and names and addresses of two referees.
(37995) 184218

### Other Assistants

**BERKSHIRE**
QUEEN ANNE'S SCHOOL
Caversham, Reading RG4 0DX
Girls' Independent boarding and day school
(370 girls, aged 11-18, 100 in Sixth Form)
An additional, energetic member of the P.E. Department required for SEPTEMBER, 1987. Must be proficient at Lacrosse and Swimming. Excellent sports facilities including indoor swimming pool.
Scale 1 post, resident preferred.
Applications, giving address and telephone number, together with names, addresses and telephone numbers of two referees to be made to the Headmistress, Miss A.M. Scott, B.A. (37483) 184224

**LONDON NW1**
FRANCIS HOLLAND SCHOOL
Clarence Gate, London NW1 6XR
Required at the beginning of March until (probably) December 1987, a temporary full-time assistant teacher of P.E. to cover maternity leave. Varied physical activity curriculum both indoor and out (in Regents Park - just across the road).
Please apply at once to the Headmistress with c.v. and the names, addresses and daytime telephone numbers of two referees.
(37786) 184224

**MIDDLESEX**
THE NORTH LONDON COLLEGIATE SCHOOL
Middlesex
Required for September 1987 an Assistant Mistress to teach all aspects of Physical Education throughout the School. The Physical Education curriculum includes Gymnastics, Dance, Netball, Lacrosse, Tennis, Athletics, Rounders and Swimming. A wide range of activities is offered to Senior girls. Expertise in lacrosse would be an advantage.
Apply in writing, giving the names of two referees to the Head Mistress, The North London Collegiate School, Canons, Edgware, Middlesex HA8 7RJ. (Independent School - 800 girls). (36475) 184224

**SHROPSHIRE**
WREKIN COLLEGE
H.M.C. 390 pupils 13-18
Co-educational boarding (and day)
PHYSICAL EDUCATION
Master required for September 1987, to coach rugby and/or cricket, offering Economics/Business Studies, or Biology, or Geography, as main subject.
The school has its own salary scale.
Apply with curriculum vitae and names of 2 referees to The Headmaster, Wrekin College, Wellington, Telford, Shropshire TF1 3BG. (37994) 184224

**SURREY**
THE GROVE SCHOOL
Hindhead
G.S.A./G.B.G.S.A.
Required for Summer Term 1987. A well qualified Teacher of PHYSICAL EDUCATION. Candidates with an interest in at least three of the following areas would be particularly welcome: gymnastics, athletics, tennis, netball, and hockey.
Applications, together with a curriculum vitae, and the names of two referees, to the Headmaster. (37462) 184224

**WELLINGTON SCHOOL, CARLETON TURRETS, AYR KA7 2XH**

required for April 1987

# TEACHER OF PHYSICAL EDUCATION

In Department of three for the equivalent of three days including Saturday mornings. Proficiency in coaching squash, tennis and hockey and involvement in Primary/Secondary general physical education.

Wellington has wide sporting interests, including 9 hockey teams playing weekly fixtures and tennis teams in all age groups. There are six internationalists this year.

**Please apply to the Headmaster with letter of application, C.V. and names and addresses of two referees.**
(18577)

MORRISON'S ACADEMY

# HEAD OF P.E. AND GAMES

The post of Head of P.E. and Games will become vacant in April, 1987. Applicants should have good experience in physical education and in the organisation of a varied games programme.

# TEACHER OF MODERN LANGUAGES

There will be a vacancy in April, 1987. Applicants must be able to offer German and at least one other modern language.

Applicants for both posts must be registered, or eligible for registration, with the G.T.C. The successful candidates will be expected to play an active part in co-curricular activities.

**Salary for both posts is above the Scottish National Scale. Applications, with curriculum vitae and the names and addresses of two professional referees, should be sent by Tuesday 27th January, 1987, to the Rector, Morrison's Academy, Crieff, PH7 3AN, from whom further information may be obtained.**
(02153)

ST. MARY'S SCHOOL
Calne

# DIRECTOR OF MUSIC

Required for September 1987.

Closing date for applications: 23rd January, 1987.

**Further information plus application form available from the Headmistress, St. Mary's School, Calne, Wilts. SN11 0DF. Tel: (0249) 815899.**
(02157)

THE PURCELL SCHOOL

# HOUSEMASTER/ HOUSEMISTRESS

required for September 1987

*to run a small boarding house and to play a key role in co-ordinating the fast developing boarding life of this specialist music school. Teachers of any discipline (especially Physical Education) are invited to apply.*

***Further details from: The Headmaster, The Purcell School, Mount Park Rd., Harrow on the Hill, Middlesex HA1 3JS. 01-422 1284.***
(03171)

THE ROYAL NAVAL SCHOOL
**Haslemere, Surrey**
*GSA (300 Girls Day/Boarding)*

# CHAPLAIN

required from 1st September, 1987. The post is pastoral and teaching to GCSE and 'A' Level (LEAG).

Burnham Scale 2 (at present).

**Applications with full C.V. & names and addresses of 2 referees to the Headmistress by Friday, 30th January, 1987.**
(02113)

INDEPENDENT EDUCATION
continued

## Science

### Heads of Department

**DUBAI**
THE RASHID SCHOOL FOR BOYS
Substantial Tax free salaries. See Overseas. (37593) 184818

**EAST SUSSEX**
NEWLANDS MANOR SCHOOL
Seaford BN25 3PL
HEAD OF CHEMISTRY
Required for September 1987, a well-qualified graduate within a flourishing Science Department in this expanding, co-educational (*boarding and day*) *school of 190 pupils*, 13 to 18. The right candidate could also be considered to take charge of a House. Married and single accommodation available.
Please apply, enclosing C.V. together with names and addresses of two referees, to the Headmaster.
(37990) 184818

**KENT**
KENT COLLEGE
Canterbury
H.M.C. Methodist Co-educational Boarding and Day School Sixth Form of 170)
An experienced teacher is required for September 1987 for appointment as Head of Science and to take charge of the teaching of Physics. The present holder of the post retires in August 1988 but it is *intended to appoint his successor* one year early (on full Head of Department salary) to give time to assess the direction of Science teaching at the school during coming years. The Department has good facilities and large numbers take Science subjects in the Sixth Form. Salary will be on Burnham Scale 4, plus Kent College allowance (or equivalent following national salary negotiations).
Full details available from the Headmaster, Kent College, Canterbury CT2 9DT, to whom applications should be returned, together with names, addresses and telephone numbers of two referees, by 30th January.
(37098) 184818

### Other Assistants

**ARGENTINA**
BIOLOGY (SCIENCE)
ST HILDA'S COLLEGE
*Buenos Aires*
Seeking a change?
See under Overseas Schools. (37177) 184824

**CLEVELAND**
YARM SCHOOL
Grammar School for Boys 10-18 and sixth form girls. 400 on roll
SCIENCE TEACHER
Required for September 1987, a Physics or Chemistry graduate. A willingness to teach for the most part in the 11-14 age range is important but an opportunity to teach up to A level work may be possible.
A desire to be involved in games and/or extra curricular activities would be a definite advantage.
Applications, with full CV and the names, addresses and telephone numbers of 2 referees to the Headmaster, Yarm School, The Friarage, Yarm, Cleveland TS15 9EJ. Tel: 0642 786023.
Full particulars will be sent upon receipt of applications.
(36433) 184824

**CLEVELAND**
YARM SCHOOL
Cleveland
Grammar School for boys 10-18 and Sixth Form girls. 400 on roll
SCALE 3 PHYSICS TEACHER
Required for September 1987, an experienced graduate to teach Physics throughout the *School. This important vacancy* reflects the increasing scale of the School's A level work and the successful candidate would be responsible for a large section of A level teaching as well as enjoying considerable independence as the teacher in charge of Sixth Form Physics Project Work. An extensive interest and knowledge of electronics would be a distinct advantage.
Applications, with full CV and the names, addresses and telephone numbers of 2 referees to the Headmaster, Yarm School, The Friarage, Yarm, Cleveland TS15 9EJ. Tel: 0642 786023.
Full particulars will be sent upon receipt of applications.
(36431) 184824

**CUMBRIA**
ST. BEES SCHOOL
(H.M.C.; Co-educational; 400 pupils 11-18)
Required for September 1987 a good honours GRADUATE to teach PHYSICS and CHEMISTRY up to 'O' level. A suitably qualified candidate can be *offered* a share of 'A' level work in either subject.
A full commitment to the life of a boarding school is essential and the ability and willingness to make a strong contribution to sporting and extra-curricular activities will be most advantageous. Own salary scale, above Burnham.
Apply with curriculum vitae and the names of two referees to: The Headmaster, The School House, St. Bees, Cumbria CA27 0DU. (Tel: 0946 822263). (37093) 184824

**DERBYSHIRE**
REPTON SCHOOL
See our Display Advertisement under Independent, Science, Other Assistants.
(36452) 184824

**DERBYSHIRE**
REPTON SCHOOL
Derbyshire
(H.M.C. 520 boys: 65 VIth Form girls)
Required for April 1987 for one term, a graduate to teach Chemistry. Ability to teach to Sixth Form level an advantage but not essential. Suitable candidates can also be considered for the permanent appointment.
Own Salary Scale above Burnham. Accommodation available.
Applications with full curriculum vitae and the names and addresses of two referees to the *Acting Headmaster*, The Hall, Repton, Derby DE6 6FH as soon as possible and not later than Friday, 30th January, 1987. (36341) 184824

**DEVON**
PLYMOUTH COLLEGE
HMC 11-18 Day and Boarding School
690 pupils. Sixth Form 210 including 50 girls
*Required for September 1987.* Graduate teacher of Biology to work throughout the school in a active successful department. The College has its own Outdoor Centre on Dartmoor. The ability to teach some Junior Chemistry would be an advantage. The post could be suitable for a new extrant or an experienced teacher. Assistance with boys games and/or in a boarding house an additional qualification. Accommodation could be available for a bachelor. Salary above Burnham.
Application including full curriculum vitae and the names, addresses and telephone number of two referees to the Headmaster, Plymouth College, Ford Park, Plymouth PL4 6RN. (37191) 184824

**HEREFORD AND WORCESTER**
MALVERN COLLEGE
A graduate PHYSICIST is required for September 1987 to join a strong department and to teach at all levels up to A level. Nuffield courses are taught throughout and the school has *well-equipped* laboratories and modern Electronics and Computing facilities.
A willingness to play a full part in the life of a boarding community by helping with any combination of cultural activities, pastoral work, games etc. is essential.
School accommodation may be available. Own salary scale.
Applications together with a full curriculum vitae, together with details of extra curricular interests and the names and addresses of two referees should be addressed to The Headmaster, Malvern College, Malvern, Worcestershire WR14 3DF from whom further particulars may be obtained.
(36471) 184824

**HERTFORDSHIRE**
ST ALBANS HIGH SCHOOL
Townsend Avenue, St Albans, Herts. AL1 3SJ
Church of England Day School 480 girls 11-18 (100 in Sixth *Form)*
GRADUATE TEACHER OF CHEMISTRY
Required for Summer Term (if possible) or September 1987 to take responsibility for the organisation of the subject under the Head of Science. Candidates should be able to teach Chemistry to O & A levels and University Entrance standard, and be prepared to participate in integrated courses.
Scale 2 with London Fringe Allowance and Government Superannuation.
Application by letter with full CV and names, addresses & telephone numbers of 2 referees should be sent as soon as possible to the Headmistress, from whom further particulars are available. (0727 53800).
(37445) 184824

**HERTFORDSHIRE**
HABERDASHERS' ASKE'S SCHOOL FOR GIRLS
Aldenham Road, Elstree, Herts. WD6 3BT
Independent Day School, 830 in Main School. 240 in Sixth Form
Required for September 1987 graduate to share in the teaching of Chemistry throughout the school to Advanced Level. The school has a strong Chemistry tradition with large numbers studying the subject at both 'O' and 'A' level. The Department is well equipped and has good teaching and prep room facilities.
Burnham Scale according to *qualifications and experience.* Generous London Allowance and Government Superannuation Scheme.
Please apply in writing to the Head Mistress with Curriculum Vitae and names of referees.
(36676) 184824

**KENT**
ST. LAWRENCE COLLEGE IN THANET
Ramsgate, Kent CT11 7AE
(Tel: 0843 592680)
(H.M.C., Co-ed. Senior School 360. Sixth Form 120)
BIOLOGIST required for April or September, 1987, as Head of Department or Assistant.
A committed Christian, able to coach main games and to take on responsibilities in either a boys or girls boarding house, very strong recommendations.
Own Salary Scale.
Apply with C.V. and names of two referees (with telephone numbers) to The Headmaster.
(37681) 184824

**KENT**
HOLY TRINITY CONVENT INDEPENDENT GRAMMAR SCHOOL FOR GIRLS
81 Plaistow Lane, Bromley, Kent BR1 3LL
Required end of February a suitably qualified teacher of Chemistry to 'O' and 'A' level to cover maternity leave.
Apply in writing with full CV and names and addresses of two referees, as soon as possible.
(36557) 184824

**KENT**
COMBE BANK GSA 11-18 DAY SCHOOL
Full time graduate teacher to teach Biology through the school up to A Level. Salary Burnham. This is a temporary post for one term for September 1987.
Application, including full curriculum vitae and names, *addresses and telephone numbers* of two referees, to the Headmistress, Combe Bank School, Sundridge, Sevenoaks, Kent TN14 6AE.
(36674) 184824

**KENT**
COMBE BANK GSA 11-18 DAY SCHOOL
Full time graduate teacher required for September 1987 to teach Physics and Chemistry. Salary Burnham.
Application, including full curriculum vitae and names, addresses and telephone numbers of two referees, to the Headmistress, Combe Bank School, Sundridge, Sevenoaks, Kent TN14 6AE.
(36675) 184824

**LIVERPOOL**
HUYTON COLLEGE
Huyton, Liverpool L36 5XQ
(Tel: 051-489 4321)
(GSA; GBGSA Independent Day and Boarding School for Girls)
Required for January 1987, or as soon as possible after, a graduate to be responsible for the teaching of physics throughout the school up to advanced level, and to assist with the G.C.S.E. Modular Science course. The school has well equipped science laboratories and modern computing facilities.
Please apply in writing to the Headmistress, giving the names, addresses and telephone numbers of two referees, by Friday, 30th January 1987, enclosing full curriculum vitae. (37953) 184824

**LONDON NW8**
QUALIFIED SCIENCE TEACHER
Required from January 26th to June 19th for Physical Science. Pupils aged 13 to 18 years. Minimum qualifications, Bachelor's degree and two years experience. Salary above Burnham.
Apply with c.v. to The American School in London, 2/8 Loudoun Road, London NW8 0NP. (37960) 184824

**LONDON SE22**
JAMES ALLEN'S GIRLS' SCHOOL
East Dulwich Grove, London SE22
GSA - 810 girls
Required for April 1987, an assistant teacher to teach Chemistry to 'A' level, 'S' level and Oxford entrance.
Salary: J.A.G.S. Scale 2 (Burnham plus) with Inner London Addition. Accommodation a possibility.
Apply with full C.V. and the names, addresses and telephone numbers of two referees to the Head Mistress at the school. (36420) 184824

**LONDON SW20**
*HAZELHURST SCHOOL FOR GIRLS*
17 The Downs, Wimbledon SW20 8HF
Required for April 1987, part time (0.4) teacher of Physics to O-level, ability to offer computer studies an advantage. Might suit person taking early retirement. Burnham Scale 1 and superannuation.
Apply in own handwriting to the Principal with c.v. and names and addresses of two referees. (37188) 184824

**MANCHESTER**
THE MANCHESTER GRAMMAR SCHOOL
Manchester M13 0XT
Required for September 1987, a well-qualified graduate to teach Chemistry at all levels throughout the school, in brand new laboratories. The school has its own salary scale.
Applications, with full curriculum vitae and the names of two referees should be sent to the High Master. Closing date 30th January 1987.
(36480) 184824

**NOTTINGHAM**
TRENT COLLEGE
Long Eaton, Nottingham ... 4AD
(HMC, 590 pupils ... of whom 320 are ... in Coeducational VI Form)
Required for September ... as the result of a ... expansion of VI Form ... *thusiastic* graduate ... Chemistry to all levels ... lively and friendly ... has an outstanding ... record. Willingness to ... bute to extracurricular ... ties is essential. ...
Applications with ... two referees to the ... tor. (36282)

**OXFORD**
OXFORD HIGH SCHOOL
G.P.D.S.T.
Belbroughton Road, Oxford OX2 6XA
Tel: (0865) 59888
(600 girls 9-18, 150 in Sixth Form)
Temporary part-time ... of BIOLOGY required ... Summer Term 1987 ... throughout the school ... A levels. Possibility of ... nent post for a suitable ... date. Burnham; scale ... to experience.
Applications, ... names, telephone numbers ... addresses of two ... should be sent to the ... tress as soon as ...
(46277)

**SURREY**
PARSONS MEAD SCHOOL
Ashtead, Surrey
Girls' Independent Day ... Boarding School
Senior School 300 Girls ...
GBGSA & GSA Member
Required in April or September 1987: *Graduate* to ... the teaching of ... throughout the school ... GCSE, and 'A' levels ... to teach Chemistry ... forms is also essential ... resident.
Scale post available ... ably qualified applicant ... don Fringe Allowance ... ment superannuation.
Apply in writing to ... tress with c.v. and ... addresses of two referees ... temporary appointment ... made for the Summer ...
(37810)

**SURREY**
ST. TERESA'S CONVENT SCHOOL
Effingham Hill, Dorking, Surrey
Girls Independent Day/ Boarding 11-18 years
Required for May 1987 ... porary teacher of CHEMISTRY ... up to G.C.S.E. level. ... ity of permanent post ... able applicant. ... Christian preferred. ... ment superannuation. ... Fringe Allowance.
Applications in writing to the Headmistress with ... lum vitae and names ... addresses of two ...
(45867)

**SURREY**
ST. TERESA'S CONVENT SCHOOL
Effingham Hill, Dorking, Surrey
Girls Independent Day/ Boarding 11-18 years
Required for May or September 1987. Full-time teacher ... CHEMISTRY up to G.C. ... level, with the possibility ... 'A' level work. Scale ... available for suitable ... cant. Practising Christian ... ferred. Government ... annuation. London ... Allowance.
Applications in writing ... the Headmaster with ... lum vitae and names ... addresses of two ...
(45868)

**SURREY**
KING EDWARD'S SCHOOL
Witley
(HMC - coeducational, boarding, Assisted Places ... pupils 11-18)
Required for September ... suitably qualified graduate ... teach CHEMISTRY. ... help with games, societies ... strong recommendations.
Salary Burnham Scale ... Accommodation or ... out allowance available.
Application form and ... details from Headmaster, ... Edward's School, ... Godalming, Surrey GU8 ...
(36566)

**WILTSHIRE**
DAUNTSEY'S SCHOOL
West Lavington, Devizes, Wiltshire SN10 4HE
H.M.C., Co-educational 11-18, boarding & day ... Special link with Lavington Comprehensive School (11-16)
Required for September ... a well-qualified and ... tic graduate CHEMIST ... an expanding, well-... and successful department ... teaching to all levels ... level and Oxbridge ... post could suit either ... qualified graduate or ... experienced teacher.
Salary: according to ... ifications and experience ... certainly above Burnham ... II.
Applications with full ... and two referees to the ... Master, Lavington ... 2446, from whom full ... lars may be obtained.
Closing date for ... tions: 10th February ...
(36683)

### Social Studies

### Other Assistants

**DUBAI**
THE RASHID SCHOOL FOR BOYS
Substantial Tax free salaries. See Overseas.
(37587)

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**QUEEN ELIZABETH GRAMMAR SCHOOL, WAKEFIELD**

HMC : GBA : 730 ON ROLL – 190 IN 6th FORM

Required for April or September 1987

## HEAD OF PHYSICS

to lead a strong and well equipped department of six staff.

All boys study Physics to 'O'/GCSE level.

**Applications, together with the names, addresses and telephone numbers of two referees should be sent to The Headmaster, Queen Elizabeth Grammar School, Northgate, Wakefield WF1 3QY, by 2nd February 1987, if possible. Further details are available on request.** (03116)

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**NOTTINGHAM HIGH SCHOOL**

Independent Day School – HMC – 830 boys

Opportunities for three Science Graduates in September 1987. A Graduate in each of Physics, Chemistry and Biology is required to teach to 'A' level in expanding and highly successful departments – 12 excellent Laboratories in newly built Science Block.

Salaries based on National Scales plus High School Allowance. These posts might suit new entrants to the profession but experienced candidates would also be considered.

Applications with the names, addresses and telephone numbers of two referees should be sent swiftly to: The Headmaster, Nottingham High School, Waverley Mount, Nottingham, NG7 4ED, telephone 786056, from whom further details may be obtained.

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**The School of S. Helen & S. Katharine**
**Abingdon, Oxon OX14 1BE**

(500 girls; 130 in 6th form. Academically selective independent C of E school. Catchment area includes Oxford University, AERE Harwell, JET project at Culham)

## HEAD OF PHYSICS

Required September 1987 good honours graduate to develop the work of an already successful department and to teach to Advanced and Oxford and Cambridge entrance level.

Salary: Burnham Scale 3

**Applications to the Headmistress from whom further particulars may be obtained, with names, addresses and telephone numbers of two referees.** (02136)

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**REPTON SCHOOL**
**DERBYSHIRE**

**(H.M.C. 520 boys: 65 VIth Form girls)**

Applications are invited from well-qualified graduates for the following Assistant posts, all of which fall vacant in September, 1987.

**PHYSICS**
**CHEMISTRY**
**ECONOMICS**

**Full details of each post are obtainable from The Acting Headmaster, The Hall, Repton, Derby DE6 6FH, *to whom applications should be made by* letter giving a full curriculum vitae and the names of two academic referees before the closing date of 30th January, 1987.** (03190)

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INDEPENDENT EDUCATION
continued

## Speech and Drama

### Other Assistants

**ESSEX**

NEW HALL SCHOOL
Boreham, Chelmsford, Essex CM3 3HT

DRAMA

Required for September a Teacher of Drama to work within the school's Faculty of Performing Arts. The post would suit a teacher who has experience in one or more of the following fields, curriculum drama, Theatre Arts studies at AO or A level, communication skills, Theatre in Education or professional stage or technical work.

Apply in writing, with full c.v. to the *Headmistress*. (37986) 185224

## Technology

### Other Assistants

**HAMPSHIRE**
BEDALES SCHOOL
Petersfield, Hampshire GU32 2DG
HMC Coeducational Boarding ... -18
TEACHER OF TECHNOLOGY required for September 1987 to work within the Design department and to introduce the subject throughout the whole age range. This will be a new field of study in the school and the preferred specialist areas could be in micro-electronic or computer control.
The Headmaster welcomes applications by letter (no forms) including curriculum vitae and the names, addresses and telephone numbers of three referees. (37972) 185324

## Other than by Subject Classification

### Heads of Department

**SUTTON**
STOWFORD COLLEGE
Edge on London Green Belt (Boys/Girls)
Required September 1987
COMPUTER STUDIES; C.D.T.: Both Full Time, Scale 3 plus Bonus and Superannuation.
MUSIC; R.E.: Both Part Time.
Stowford is a day college with good discipline in the *classroom, freedom outside* and concern for each individual. Student/Teacher ratio 11:1. The Principal is a Chartered Engineer, laboratory and computer facilities are excellent and CDT development starts in September. Music and RE are considered essential to College life.
If you would like to join our team write for details.
If you are new from Training College yet believe you can develop your subject expect to start Scale 2 plus Bonus with promotion soon.
Stowford College, 95 Brighton Road, Sutton, Surrey. (37666) 185618

### Other Assistants

**CHELTENHAM**
JAPANESE COLLEGE
A Japanese College requires teacher for April 1987 to teach Japanese children aged between 16 to 22. They will be required to teach both modern and old Japanese language and history. Will also be expected to act as welfare officer assisting the pupils with any problems they encounter in living in the United Kingdom.
The successful candidate must have suitable teaching qualifications and at least 2 years teaching experience, which is essential. Fluent *written and spoken* English and Japanese is required. Salary negotiable according to age and experience.
Reply within 1 week of this advertisement to Box TES 00649, Priory House, St. John's Lane, EC1M 4BX.
(36428) 185624

**KENT**

THE DUKE OF YORK'S ROYAL MILITARY SCHOOL
Dover

(Independent Boarding School 470 boys 11-19)

Appointments for September 1987

Due to the increased commitment to in-course assessment inherent in GCSE courses the School is seeking to appoint teachers for newly created posts in the following subject areas:

Mathematics

Computing

Science

Geography

History and Religious Studies

Candidates must be prepared to commit themselves fully to Boarding School life and an ability to coach at least one of the major sports (Rugby, Hockey, Cricket) and team level is desirable.

Both married and single accommodation is available on the School estate at a fair rent.

Salary will be based on the new 'Main Professional Grade' (still subject to confirmation) plus a very generous Boarding School Allowance.

Application forms are available from: Ministry of Defence, Area Civilian Staff Manager, Napier Barracks, Shorncliffe, Folkestone, *Kent CT29 3HB (Tel:* Folkestone (0303) 39541, Ext. 2002) and should be returned by 13 February 1987. Please quote post DYRMS/1/87.

THE CIVIL SERVICE IS AN EQUAL OPPORTUNITIES EMPLOYER.
(36456) 185624

**NORTHAMPTONSHIRE**
FALCON MANOR
Towcester NN12 8SN
Co-ed. 11-18
Required April, qualified teacher of general subjects for 11-14 year olds. Help with Computer Studies and Games essential.
Apply with curriculum vitae to Headmaster. (37249) 185624

**LONDON NW4**

THE ALBANY COLLEGE
23/24 Queens Road, Hendon, London NW4

Independent 5th & 6th form College - 200 plus students on role

Owing to expansion and promotion we are looking *for well qualified* and experienced teachers for Geography GCSE and A level, and Pure and Applied Maths at A level standard.

Salaries commensurate with experience.

Please send C.V. to The Secretary. (36475) 185624

**SURREY**
LINK SECONDARY SCHOOL
82/84 Croydon Road, Beddington, Surrey CR0 4PD
Teacher required to provide a remedial approach across the curriculum for children aged 11-16 with specific learning difficulties and/or emotional problems. Interest in Maths, Science or Humanities preferred.
Burnham Scale & OLW.
Apply in writing to Headteacher. (37067) 185624

## Preparatory Schools

### Headships

**SURREY**
THE GROVE SCHOOL
Hindhead
G.S.A./G.B.G.S.A.
Required for September 1987 HEAD OF THE JUNIOR SCHOOL. 100 girls aged 5 to 10. To be responsible for the day to day management of the School and its Staff. This is a crucial appointment and involves considerable contact with parents.
Applications are invited from well qualified and experienced teachers with a proven record of success.
Further details of this important post are available from the Headmaster. (37460) 200010

**BOURNEMOUTH**
TALBOT HEATH
Bournemouth
Independent (Formerly Direct Grant) Church of England School for 600 girls aged 8-18 years of whom 100 are in the Junior School and 100 in the Sixth Form
HEAD OF THE JUNIOR SCHOOL
In September, 1987
An experienced, energetic person, *with a good background in* the 8-10 age range, preferably able to offer as a main subject Religious Studies, Mathematics, English or History is sought. Administrative experience desirable but not essential.
Scale III post for suitably qualified and experienced candidate.
Please apply immediately with curriculum vitae and the names of two persons to whom reference may be made to the Head Mistress, Talbot Heath, Rothesay Road, *Bournemouth* BH4 9NJ. Tel: (0202) 761881.
(46280) 200010

## By Subject Classification

## Classics

### Heads of Department

**BUCKINGHAMSHIRE**
THE BEACON SCHOOL
Chesham Bois, Amersham HP6 5PF
(I.A.P.S. Day Preparatory School)
Required for September, 1987 a HEAD OF CLASSICS to teach LATIN to C.E. and P.S.S. level, with some GREEK.
Candidates should be graduates, with experience of teaching, *using the best of* modern methods to achieve the best of old-fashioned standards.
Burnham Scale with London Fringe Allowance. Head of Department supplement. Government Superannuation. Single Accommodation available.
Apply in writing with full C.V. and the names and telephone numbers of two referees to The Headmaster.
(37812) 201618

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**STAMFORD SCHOOL**
*THE JUNIOR SCHOOL*
**(Stamford, Lincolnshie)**
*IAPS (8–13) Boarding and Day 350 boys*
require for September 1987

## HEAD

Applications are invited from suitably qualified and experienced candidates.

**Full details are available from The Headmaster's Secretary, Stamford School, Stamford, Lincs. (Tel: 0780 62171).**

*(This is a re-advertisement)* (16532)

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**WELLINGBOROUGH SCHOOL**
**Northamptonshire**
HMC 13–18 CO-ED
Boarding/Day 400 pupils 130 in VI form

Vacancies for three outstanding graduates occur in September 1987 due to retirements:

**1. HEAD OF CHEMISTRY**
**2. LINGUIST: FRENCH**
**with some GERMAN**
**3. MATHEMATICIAN**

The teaching will be to GCSE and A/S level. The third vacancy can either be solely for Mathematics or may be combined with some Science teaching (preferably Physics) or Geography to GCSE. Suitably qualified graduates are invited to apply for any of those possibilities.

A willingness to assist in extra-curricular activities and games *coaching* or supervision is essential. Salaries are linked to Burnham and will depend on qualifications and experience. Single accommodation can be provided in School property if required.

Applications with c.v. and the names of two referees should be sent to the Headmaster, Wellingborough School, Northamptonshire NN8 2BX. (11718)

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**BISHOP'S STORTFORD COLLEGE**
**(HMC Boys' School with Sixth Form Girls)**
**380 pupils from 13+. 150 in Sixth Form**

***Required for September 1987***

FRENCH: To teach throughout the age range 13-18 Proficiency in second language to GCSE will be an advantage.

BUSINESS STUDIES/ECONOMICS: To teach both subjects in the Sixth Form only to A level.

*Both these posts offer* opportunities to young teachers newly qualified or currently in their first positions. Willingness to become fully involved in the life of a boarding school is essential and an interest or experience in the coaching of games and/or Careers Guidance will be helpful.

Salary is according to experience on the Bishop's Stortford Scale and accommodation can be made available to single or married applicants.

**For further details please telephone the Headmaster's Secretary (0279 57911). Applications with CV and two referees should be sent to The Headmaster, Bishop's Stortford College, 10 Maze Green Road, Bishop's Stortford, Herts CM23 2QZ.** (16508)

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**ST. MICHAEL'S SCHOOL, TAVISTOCK, DEVON**

## HEAD

Applications are invited for this post which will become vacant upon the retirement of the present Headmistress on 31st December 1987. The School is a Co-educational Junior Day School with approximately 120 pupils. There are close links with Kelly College.

Further particulars can be obtained from:

**The Clerk to the Governors, St. Michaels (Tavistock) School Trust, 70/72 North Hill, Plymouth PL4 8HH.**

The final date for applications is 5th February 1987. (03113)

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**LONDON SE9**
**ELTHAM COLLEGE**
**HMC Formerly DG 11-18**
Day and Boarding Places for 520 Boys.
Sixth Form Places for Girls

Immediate applications are invited for the following three challenging senior posts. In all three cases a willingness to make a strong contribution to sporting and/or other extra-curricular activities will be most advantageous: assistance is offered with removal expenses, and living accommodation may be available on site. Further details of the posts are available on request.

**HEAD OF GAMES AND P.E.**
(the present holder retires after 33 years' service)
Required for April or September 1987 — the successful applicant will be expected to have special expertise in Rugby coaching.

**HEAD OF ECONOMICS**
(the present holder is retiring)
Required for September 1987 — a graduate to be responsible for the organisation of the department, its teaching and its academic standing.

**HEAD OF CDT**
(new post)
Required for September 1987 — a well qualified and energetic full-time Head of Department to launch and build up an exciting new post which may suit either a very enthusiastic experienced teacher or an outstanding new graduate.

Apply with full curriculum vitae and names and addresses of two referees to *The Headmaster, Eltham College, Grove Park Road, Mottingham, London SE9 4QF*, Tel: 01-857 1455. (37679) (03187)

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**KING'S SCHOOL, BRUTON**

2 Posts available for September 1987

1. **MATHEMATICS.** Graduate required to teach at all levels. Some computing knowledge a help.
2. **ECONOMICS.** Graduate required to teach at GCSE and A level. Offer of some Mathematics, Physics or Geography as well a help.

An all-round contribution to an HMC Boarding School with Sixth Form girls expected. There is a vacancy to run the 1st XI Hockey.

**Applications to the Headmaster, King's School, Bruton, Somerset, BA10 0ED (tel: 0749 813326) together with curriculum vitae and names, addresses and telephone numbers of 2 referees.** (03164)

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CHAFYN GROVE SCHOOL
SALISBURY

## HEAD

The Governors of Chafyn Grove School invite applications for the post of Head in succession to Mr J. R. Singleton M.A. on retirement.

It is hoped to make an appointment for September 1987 or January 1988.

Chafyn Grove, a Charitable Trust founded in 1876, is a leading co-educational boarding and day prep school. The Head is a member of I.A.P.S. The school is currently full with 180 in the main school and 50 in the Pre Prep.

Applicants with the essential requirement of a degree or suitable equivalent qualification should write, enclosing a curriculum vitae, to:

The Clerk to the Governors of Chafyn Grove School, c/o 19 Fowlers Road, Salisbury, Wilts SP1 2QP

Further details will then be provided.

Closing date for receipt of applications is Saturday 31st January 1987. (03157)

## PREPARATORY SCHOOLS
continued

### Other Assistants

**KENT**
Lively, young ASSISTANT TEACHER required Sept 1987 to teach LATIN & Middle School ENGLISH in highly regarded IAPS Day/Board School for boys. Most pupils go on to Public Schools. Help with Games, particularly cricket desirable. Ideal first appointment, but experienced candidates should also apply. Single/married accom. available. Salary: Burnham, neg. according to qualifications.
Applicants should apply with *large s.a.e., full c.v. and names* of two professional referees to:- Q.E.D. Educational Recruitment Consultants, 109 High Street, Chesham, Bucks. HP5 1DE. Tel: 0494 783915/773393. Lic.No. SE 9146. (36702) 201624

## English

### Heads of Department

**HAMPSHIRE**
TWYFORD SCHOOL
Winchester SO21 1NW
(I.A.P.S. 150 Boys)
Required for April or September 1987 an experienced and enthusiastic graduate to be Head of the English Department. A key position - excellent facilities and conditions.
Please apply in writing, enclosing *C.V. and names and* addresses of two referees to the Headmaster.
(36680) 202418

**LONDON W6**
ST. PAUL'S GIRLS' PREPARATORY SCHOOL
Full-time English specialist required for September 1987. To be *responsible for the English* teaching throughout the upper part of the school. Burnham Scale according to experience and qualifications, plus Inner London Weighting.
Please apply in writing with full curriculum vitae and names, addresses and telephone numbers of three referees to:- The Headmistress, *Bute House, Luxemburg Gardens*, Hammersmith, London W6 7EA. Closing date for applications is 31st January 1987.
(36465) 202418

### Other Assistants

**DUBAI**
THE RASHID SCHOOL FOR BOYS
Substantial Tax fee salaries.
See Overseas.
(37589) 202424

**LONDON NW3**
THE HALL
Hampstead
An important appointment for an English graduate teacher falls vacant in September 1987 on the retirement of the present Head of Department. The Hall is an all boys day IAPS school, and the post involves classes in 9 to 13 age group, including scholarship teaching. Enthusiasm for all aspects of the English teacher's craft vital. Keen team games coach preferred.
For full job description and *other details, write to the* Headmaster, 23 Crossfield Road, London NW3 4NU.
(36578) 202424

## Appointments in Scotland

### DUMFRIESSHIRE

**CRAWFORDTON HOUSE SCHOOL**
Moniaive, Thornhill, Dumfriesshire DG3 4HG

**APPOINTMENT OF HEAD**

The Governors of Crawfordton House invite applications for the post of HEAD from September, 1987.

Crawfordton House is a Co-educational Preparatory School for boarders and a few day pupils. The Headmaster is a member of IAPS.

Details of the appointment may be obtained from The Secretary to the Board of Governors: E.G.F. Kerr, Esq., M.A., Grierson, Moodie & Walker, Queensberry Buildings, 149 High Street, Dumfries DG1 2QY. (Tel: 0387 69167).
(36809) 170000

### EDINBURGH

**EDINBURGH ROYAL CHORAL UNION**

**CHOIR MASTER**

Applications are invited for this post which becomes vacant at the start of season 1987/88. It is essential that *applicants are experienced* in choral training.

Applications, accompanied by a C.V. and the names and addresses of two referees, should reach the Secretary, Mrs. M. Murray, 1 Gordon Road, Edinburgh EH12 6NB by 9th February, 1987. Further details can be *obtained from the Secretary* or by telephoning 031-339 6233. (36811) 170000

### GRAMPIAN REGIONAL COUNCIL

**ABERDEEN URBAN STUDIES CENTRE**

**CENTRE MANAGER**

Applicants should hold a teaching qualification. Experience of Primary and Secondary Education an advantage. Applicants should also possess appropriate managerial skills and have an interest *in, or professional experi*ence of some aspect of the urban environment. Current driving licence essential.

Salary scale £7,074 - £11,370 with placing according to age, qualifications and experience plus a responsibility allowance of £2,382 per annum.

**CURRICULUM DEVELOPMENT OFFICER**

Applicants should hold an appropriate teaching qualification and have an interest in development of Environmental Education in the urban situation. Salary scale £6,906 - £10,782 with placing according to age, qualifications and experience.

Application forms and further details from Education Dept. (Secondary Staffing), Woodhill House, Aberdeen AB9 2LU with whom applications (3 copies) should be lodged by January 31st.
(36584) 170000

**Comhairle nan Eilean**
**Western Isles Islands Council**

# ASSISTANT DIRECTOR – SECONDARY EDUCATION
**£16,557 – £18,135**

This key post, reporting to the Director will be responsible for the direction, supervision and development of all aspects of Secondary Education and will be expected to take a leading role in Curriculum Development and Staff Training and Development. The number of staff in the Secondary sector is in the region of 290.

Additionally, the successful applicant, as a member of the directorate team, will be required to contribute to the range of services undertaken by the Education Department. A communicative ability in Gaelic, though not essential is desirable.

Applicants should be registered with the GTC, and have experience in a promoted post in school. Previous experience in education administration would be an advantage. Equally important however is the ability to manage and motivate staff.

Chief Officers' Conditions of Service, Essential Car User's Allowance and Car Loan Scheme apply. Full removal expenses, assistance with legal expenses and assistance with housing where possible. Salary quoted includes Islands Allowance £606.

Enquiries to Neil Galbraith, Director of Education. (Tel: 0851 3773 Ext 430).

Application forms and job description available from the Department of Administration (Personnel), Council Offices, *Sandwick Road*, Stornoway (Tel: 0851 3773 Ext 213)

Closing date for applications 30 January 1987. (1170)

## Geography

### Other Assistants

**BERKSHIRE**
GEOGRAPHY
Required for April or September young teacher, *preferably unmarried* to take charge of Geography throughout the school. Some teaching experience an advantage. Applicants should be capable of making an outstanding contribution to life in an all boarding environment. Excellent self-contained accommodation. Salary above Burnham.
*Applications with C.V., and* address and telephone number of two recent referees should be sent to the Headmaster, Lambrook, Winkfield Row, Bracknell, Berks. RG12 6LU.
(37135) 202624

## History

### Heads of Department

**HAMPSHIRE**
NORTHAW SCHOOL
West Tytherley, Salisbury SP5 1NH
(I.A.P.S. Co-educational, boarding and day school. 150 children)
Young, enthusiastic HEAD OF HISTORY required in September to take over a thriving and lively teaching tradition. Facilities, conditions and surroundings are good. Realistic approach to salaries and D.E.S. superannuation.
Please apply in handwriting, enclosing passport-sized photograph, full c.v. and the names, addresses and telephone numbers of two referees. Address letters to The Headmaster. (36685) 202818

## Mathematics

### Heads of Department

**BUCKINGHAMSHIRE**
THE BEACON SCHOOL
Chesham Bois, Amersham HP6 5PF
(I.A.P.S. Day Preparatory School, 300 boys 4-13)
Required for September 1987 HEAD OF MATHEMATICS Department. Experience of teaching to P.S. Scholarship level and commitment to involvement in a lively Computing department essential. The applicant should have a good record of successful teaching and should be prepared to oversee the Mathematics curriculum throughout the School *where methods blend modern* and traditional approaches. Attractive salary and working conditions. One-bedroom flat available. Interest in sport and extra curricular activities an advantage.
Apply in writing with full C.V. and the names and telephone numbers of two referees to The Headmaster.
(37813) 203416

### Other Assistants

**LONDON W8**
KENSINGTON PREPARATORY SCHOOL FOR GIRLS
The Girls' Public Day School Trust
17 Upper Phillimore Gardens, London W8 7HF
Independent Day School for girls
Required for Summer Term 1987,
Experienced full-time teacher as Form Teacher 10 - 11 year old girls, specializing in Mathematics to prepare girls for 11 and 12 Common Entrance examinations. Ability to teach Computing an advantage. Burnham Scale 2 available for suitable applicant plus Inner London Allowance.
Apply in writing to the Headmistress together with Curriculum Vitae and names and addresses of two referees. (37302) 203424

## Modern Languages

### Heads of Department

**SURREY**
Required April/September 1987: Head of French in IAPS school on edge of Windsor Great Park. Enthusiastic games coach preferred, but not essential.
Salary: Burnham: Scale negotiable according to experience.
Accommodation for single person or married couple.
Apply in writing with full c.v. to The Headmaster, Sceitcliffe, Englefield Green, Egham, Surrey TW20 0YJ. Tel: 0784/32109.
(36537) 203618

### Other Assistants

**BERKSHIRE**
TALENTED young linguist required SEPT 87 to teach FRENCH to C.E. & P.S.S. at leading BOYS PREP SCHOOL. A RARE OPPORTUNITY for well-qualified teacher with some experience seeking responsibility of running thriving department. Keen Games Play*er particularly welcome. Single* accom. available. School's own Generous Salary structure in excess of Burnham.
Applicants should apply with large s.a.e., full c.v. and names of two professional referees to:- Q.E.D. Education Recruitment Consultants, 109 High Street, Chesham, Bucks. HP5 1DE. Tel: 0494 782915/773393 Lic.No.SE 9146.
(36703) 203624

**SUSSEX**
ST. AUBYNS SCHOOL
Rottingdean, Brighton, Sussex
(I.A.P.S. Preparatory School for 115 Boys)
FRENCH
Required for September - Experienced teacher to take French to P.S.S. & C.E. Standard. Must be fluent French speaker. Ideally a part time appointment but full time applications also considered.
Applications in writing with names of two referees to the Headmaster. (37768) 203624

## Music

### Other Assistants

**LONDON SW19**
WIMBLEDON HIGH SCHOOL G.P.D.S.T.
Required for April 1987 a well qualified, experienced teacher to be responsible for Junior School class music (8 to 11 years), choir, recorders and thriving Junior Orchestra. Ability to take charge of annual musical and dramatic production with top junior class a *strong recommendation*. Part-time (0.3) with additional payment for responsibility for orchestra (2 hours weekly). Burnham Scale, London Weighting. Closing date for applications Friday, 23rd January 1987.
Apply in writing enclosing the names and addresses of two referees to The Headmistress, Wimbledon High School G.P.D.S.T., Mansel Road, Wimbledon, London SW19 4AB. (37214) 203824

## Science

### Other Assistants

**WARWICKSHIRE**
DUNCHURCH-WINTON HALL
(I.A.P.S.)
Required for April a teacher to be responsible for SCIENCE in the School. Ability to teach Maths, and possibly to coach hockey, cricket and athletics, would be an advantage.
*Burnham Scale* 1 post.
Apply with names and addresses of two referees to the Headmaster, Dunchurch-Winton Hall School, Nr. Rugby, Warwickshire CV22 6NG.
(37807) 204824

**WEST SUSSEX**
Required for April a teacher of Science to CEE level, initially for one term only but possibly leading to a permanent post. Well equipped laboratories. IAPS coeducational school of 300 boys and girls all boarding.
Salary based on maintained school scales and Government pension scheme.
Please apply with own telephone number and names of two referees with telephone numbers, to Mr and Mrs C.C. Malden, Windlesham House School, Washington, Pulborough, W. Sussex RH20 4AY.
(36392) 204824

## Other than by Subject Classification

### Heads of Department

**LONDON W1**

**TRINITY COLLEGE OF MUSIC**

**HEAD OF JUNIOR DEPARTMENT**

The College will appoint a Head of the Junior Department to succeed Mrs Lettice Stuart in September 1987. The post is regarded as part-time, but a suitable teacher of musicianship or general music studies could be appointed to a Lectureship in the Senior College.

Further particulars and application form from the Assistant to the Administrator, Trinity College of *Music*, 11-13 Mandeville Place, London W1M 6AQ (Tel: 01-935 5773) to be returned to the Vice-Principal by 16th February 1987. (37975) 205618

### Other Assistants

**BOURNEMOUTH**
TALBOT HEATH
Bournemouth
Independent (Formerly Direct Grant) Church of England School for 600 girls aged 8-18 years of whom 100 are in the Junior School and 100 in the Sixth Form
ASSISTANT IN THE JUNIOR *SCHOOL*
In September, 1987
Preferably able to offer as a main subject English, Religious Studies, Mathematics or History.
Please apply immediately with curriculum vitae and the names of two persons to whom reference may be made to the Head Mistress, Talbot Heath, Rothesay Road, Bournemouth BH4 9NJ. Tel: (0202) 761881.
(46281) 205624

**CHESHIRE**
CHEADLE HULME SCHOOL
*H.M.C. (Co-educational Day* and Boarding)
JUNIOR DEPARTMENT (7-11)
Required for Easter or September 1987 experienced teacher to take reception class. Scale 2 appointment. Ability to teach music advantageous.
Write, giving the names of two referees, to: Headmaster, Cheadle Hulme School, Claremont Road, Cheadle Hulme, Cheadle SK8 6EF.
(36439) 205624

**GLOUCESTERSHIRE**
WYCLIFFE COLLEGE JUNIOR SCHOOL
Ryeford Hall, Stonehouse
Required April: class teacher for 8-9 year olds. Involvement in duties and extra-curricular activities essential; musical ability a recommendation.
Write with C.V. and two referees to The Headmaster.
(37970) 205624

**HAMPSHIRE**
Required for Summer Term 1987 qualified Infant Teacher for a class of 4-5 year olds.
Applications, including C.V. *and the names of two referees*, to the Headmistress, Wykeham House School, East Street, Fareham, Hants. PO16 0BW by January 23rd, 1987.
(37676) 205624

**KENT**
Two teachers required for September. One for Physics and Maths, and to take charge of Computing. Experience desirable. One for 8-10 year olds, with experience of remedial work also.
Help with outside activities an asset.
Apply with full c.v. and names of two referees to the Headmaster, Junior King's School, Milner Court, Canterbury CT2 0AY. (37985) 205624

**LONDON NW7**
GOODWYN SCHOOL
*Mill Hill*
Require for September, 1987:
INFANT TEACHER
Written application with full C.V. to The Headmaster, Goodwyn School, Hammers Lane, London NW7 4DS.
(37472) 205624

**LONDON SE21**
ROSEMEAD PREPARATORY SCHOOL
London SE21
Requires for the Summer Term 1987 a Form Teacher for a class of 6 to 7 year old boys and girls.
*Applicants should be fully* qualified with not less than two years relevant experience. Salary will be based on Burnham Scale 1 with Inner London Weighting.
Applications with full C.V. and the names and addresses of two referees should reach the Headmaster, Rosemead Preparatory School, 70 Thur*low* Park Road, London SE21 not later than 31st January 1987. (36429) 205624

**LONDON SW19**
Required for April ... well qualified ... Junior class in ... pendent girls day ... *perience* with drama ... an advantage.
Further information ... able from 946 ...
Please apply with ... names of two referees ... Headmistress, The ... Peek Crescent, ... SW19. (37218)

**MIDDLESEX**
S. JOHN'S SCHOOL
Northwood
I.A.P.S. 280 day boys
Required from ... teacher to take charge ... form of eighteen ... *olds*. S. John's is ... boys day prep school ... since 1984 has been ... the Merchant Taylors' ... pany. A significant ... programme has been ... pleted recently and ... forms are now housed ... purpose built class...
Application with ... names of two referees ... Headmaster, S. ... School, Potter Street ... Northwood, Middx. ... 3QY. (37772)

**STAFFORDSHIRE**
LICHFIELD CATHEDRAL SCHOOL
The Palace, Lichfield, Staffordshire WS13 ...
Tel: Lichfield (0543) ...
I.A.P.S. co-educational ... and boarding Pre-... and Preparatory ... Choir School for ... Cathedral. Approximately ... *pupils*.
Required from April ... Qualified teacher ... GENERAL SUBJECTS ... class for 20 six year ... dren.
The post is non-resident ...
Further details from ... Head Master to whom ... plications with full ... vitae plus names, ... and telephone numbers ... referees should be ...
(37997)

**SURREY**
SUTTON HIGH SCHOOL
55 Cheam Road, Sutton ...
Tel: 01-642 0594
G.P.D.S.T.
Required in April a ... teacher to take charge ... of nine year olds, and ... ticipate in an academic ... creative Junior Department ... Initially a temporary post ... sioned by confinement ...
Please apply by letter ... Headmistress, stating ... interests, giving a ... vitae, and the names ... referees. (37450)

**SUSSEX**
Required *in April or* ... a fully qualified teacher ... 8 year old age group ... flourishing Pre-Prep ... Department. Ideally ... cessful candidate will ... perienced in teaching ... this age group.
Burnham Scale. Gov... Superannuation.
Replies together with ... culum Vitae and names ... addresses of two ... should be sent to The ... ter, Copthorne School ... ham Lane, Copthorne ... ley, Sussex RH10 3... Copthorne 712511.
(36302)

**WILTSHIRE**
ST. MARY'S SCHOOL
Calne
Required for our prep ... school, St. Margaret's ... April 1987, an ... teacher to take charge ... *of* 10-11 year olds ... with Common Entrance ... bus essential. The ... candidate must be able to ... duce 9-11 year olds to ... ter Studies and to ... piano for assemblies ... Scale. Non-resident ...
Apply with c.v. and ... to: The Headmistress ... Mary's School, Calne ... *shire* SN11 0DF. Closing ... 23rd January, 1987.
(37124)

# SEX DISCRIMINATION ACT, 1975

No job advertisement which indicates or can *reasonably be understood* as indicating an intention to discriminate on ground of sex (eg by inviting applications only from males or only from females) may be accepted, unless

1. The job is for the purpose of a private householder or
2. It is a business employing fewer than ... persons or
3. It is otherwise excepted from the requirements of the Sex Discrimination Act.

A statement must be made at the time the advertisement is placed saying which of the exceptions in the Act is considered to apply.

In addition to employment, the principal areas covered by the section of the Act which deals with advertisements are education, the supply of goods and services and the sale or letting of property.

It is the responsibility of advertisers to ensure that advertisement content does not discriminate under the terms of the Sex Discrimination Act.

## Falmouth School of Art and Design

# Principal

**(Group 5)**
**Salary £23,082 per annum**

This new institution of Art and Design which will open in September 1987 has been formed by the amalgamation of the Falmouth School of Art and the Faculty of Art and Design of Cornwall College of Further and Higher Education.

The Governors invite application for the post of Principal from suitably qualified and experienced men and women who consider that they possess the qualities necessary to guide the new institution through this major reorganisation and to maintain and develop the high academic standards which have been established on the wide range of Art and Design courses.

The successful candidate will be expected to take up the appointment on 1st May, 1987.

Appliction forms and full details of the post are available from the Secretary for Education, Education Department (Further Education), County Hall, Truro, Cornwall TR1 3BA.

The closing date for receipt of completed applications is 28th January, 1987. (03125)

**CORNWALL COUNTY COUNCIL**

## ABINGDON COLLEGE

# DIRECTOR OF ACCOUNTING UNIT

Due to continued growth and planned further expansion, the college has created a new post of DIRECTOR to take charge of accountancy-based education and training programmes. The successful applicant will manage staff and resources devoted to existing programmes as well as carrying responsibility for new initiatives.

Abingdon College has an international reputation for accountancy training and, in addition, is the main provider in Oxfordshire of courses for accounting technicians. There is considerable scope for further local development, including short courses to the public and private sectors, and for overseas expansion.

The unit is based in Northcourt House, a listed Georgian building in north Abingdon.

We seek a qualified accountant, who is likely to have worked in further or higher education, highly motivated and an excellent communicator. The post is offered initially for a 3 year period, with options for renewal, at:

Principal Lecturer grade £14,784–£18,588.

Further information is available from Alasdair MacDonald, Head of Department of Management and Adult Training, Abingdon College of Further Education, Northcourt Road, Abingdon, Oxon OX14 1NN. Tel: (0235) 21585.

Closing date for applications: 6th February 1987.

*Oxfordshire is an equal opportunity employer* (00540)

Peoples College of Further Education

## Principal

This post is tenable from 1 May 1987. Candidates should be graduates of a British University or have equivalent professional qualifications together with appropriate teaching organisational and administrative experience. The College has four departments; Mechanical, Production and Automobile Engineering; Electrical and Electronics Engineering; Life, Physical and Mathematical Sciences; General Studies and Adult Education. For salary purposes the College is placed in Group 5. This is a re-advertisement and previous applications will be brought forward.

Further details and application forms may be obtained from the Chief Education Officer, Further Education Group at County Hall, tel. Nottm. (0602) 823211 or 823312. Closing date: 30 January. Please quote ref. P12.

*An Equal Opportunity Employer.*

**Nottinghamshire County Council**
County Hall · West Bridgford
Nottingham NG2 7QP

## Colleges of Further Education

### Directors, Principals and Vice Principals

**ESSEX**
THURROCK TECHNICAL COLLEGE
Woodview, Grays
VICE-PRINCIPAL (Group 6)
Salary Range: £20,694 - £21,801 plus London Fringe *Allowance*
Applications are invited for the post of Vice-Principal, effective from September, 1987, which becomes vacant upon the retirement of the present holder of the post.
Candidates must have good academic and/or professional qualifications and previous successful management experi*ence at a senior level within the* education service. The College has recently converted to a Matrix management structure and in addition to traditional Vice-Principal responsibilities, candidates should be able to demonstrate an interest in marketing, curriculum development and forgeing strong links with the community.
Application forms and further particulars of the post are available from the Clerk to the Governors, Thurrock Technical College, Woodview, Grays, Essex RM16 4YR.
Closing date: 6th February, 1987. (36386) 220016

### Heads of Department

**CAMBRIDGESHIRE COUNTY COUNCIL**

An Equal Opportunities Employer

*THE HUNTINGDONSHIRE* COLLEGE
California Road, Huntingdon PE18 7BL

Applications are invited for the posts of
HEAD OF DEPARTMENT II/EDUCATION OFFICER
· H.M. Prison, Littlehey

(Salary Scale: £14,136.00 - £15,933.00)

LECTURER GRADE II/ DEPUTY EDUCATION OFFICER
H.M. Prison, Littlehey

(Salary Scale: £8,595.00 - £13,656.00)

To commence work on 1st May, 1987.

Detailed further particulars for these exciting and challenging new posts are available from the Principal at the above address on receipt of a large stamped addressed envelope.

Completed applications should be submitted as soon as possible and no later than 30th January, 1987.
(36149) 220018

**ENFIELD**
LONDON BOROUGH OF ENFIELD
ENFIELD COLLEGE
Ref: ECT7: HEAD OF DEPARTMENT OF COMMUNITY CARE STUDIES GRADE III
Applications are invited for the above post to start 1st April 1987 or as soon as possible thereafter.
This new College is looking *for an energetic* and enthusiastic leader to develop this important area of its work.
Applicants should have a degree and/or professional qualification, and relevant experience will be an advantage.
Salary Scale - £16,182 - £17,979.
Application forms and further particulars (large SAE) from the - *Director of* Education, Civic Centre, Silver Street, Enfield EN1 3XQ.
Completed application forms are to be returned to the Director of Education by Friday 30th January 1987.
An equal opportunity employer. (37324) 220018

**HAMPSHIRE**
THE SOUTH DOWNS COLLEGE OF FURTHER EDUCATION
Required for 1st May, 1987:
HEAD OF DEPARTMENT OF TECHNOLOGY GRADE III
The Department provides courses in Mechanical & Electrical Engineering, Electronics, Motor Vehicle and Motor Vehicle Body Work. The post has become vacant due to the retirement of the previous holder.
Applicants should hold a degree or equivalent qualification, have had appropriate industrial and further education experience, and ideally be teacher trained. A strong interest in curriculum and staff development, particularly in relation to TVEI is essential.
Salary Scale: £15,456 - £17,253.
HCC pursue a policy of equal opportunity.
For further details and application form, please send a stamped A4 envelope to the Vice Principal, The South Downs College of F.E., College Road, Havant, Hants. PO7 8AA. Closing date for the receipt of completed application *forms is 30th January*, 1987.
(36554) 220018

### Other Appointments

**AVON COUNTY**
WESTON-SUPER-MARE COLLEGE OF FURTHER EDUCATION
(Re-Advertisement)
SCHOOL OF GENERAL ENGINEERING, CONSTRUCTION AND AGRICULTURE
Required as soon as possible:
LECTURER 2 - CO-ORDINATOR OF CONSTRUCTION STUDIES
to be responsible for de*veloping and co-ordinating an* expanding section of the College work. The work of the section is pre-dominately Craft/YTS work but with Advanced Craft work established and developing.
Closing date: 30th January 1987.
Application form and further details from: The Principal, *Weston-super-Mare College of* Further Education, Knightstone Road, Weston-super-Mare, Avon BS23 2AL. Tel: 0934 21301.
Avon is an equal opportunities employer. (37795) 220026

### BEXLEY

**LONDON BOROUGH**

**ERITH COLLEGE OF TECHNOLOGY**

Applications are invited for the following post:

**LECTURER GRADE 1 IN GENERAL & COMMUNICATION STUDIES.**

Required as soon as possible a Lecturer to contribute to Life & Social Skills teaching across the College. Applicants should have qualifications/experience appropriate to the work in the School of General & Communication Studies.

SALARY: Lecturer Grade 1: £7,569 - £12,591 inclusive.

The L.E.A. operates an Equal Opportunities Policy.

Application forms and further particulars may be obtained from the Senior Administrative Officer, Erith College of Technology, Tower Road, Belvedere, Kent DA17 6JA (Tel: Erith 42331, Ext. 229) to whom they should be returned within two weeks of the appearance of this advertisement. (36364) 220026

### CAMBRIDGESHIRE

**CAMBRIDGE COLLEGE OF** *FURTHER EDUCATION*

**LECTURER GRADE I**

Required from April 1987 in Distribution, to teach a range of courses including BTEC first diploma certificate, BTEC National in Distribution and Travel and Tourism with the opportun*ity of contributing to the* new BTEC National in Leisure Studies courses.
Salary £6,843 - £11,845.

Further details and application form can be obtained by sending a large s.a.e. to Principal CCFE, Newmarket Road, Cambridge CB5 8EG. Closing date 30th January, 1987.
(37886) 220026

### CHESHIRE

**SOUTH CHESHIRE COLLEGE**

Applications are invited for the following post:-

LECTURER II in 3D DESIGN (PRODUCT) & PHOTOGRAPHY.

Further particulars and application form may be obtained from The College, Dane Bank Avenue, Crewe. Tel: 0270 69133.
(36612) 220026

### CUMBRIA

**COLLEGE OF ART AND DESIGN**

Applications are invited for the following post for May 1987.

LECTURER II IN CERAMICS

(with possible progression to SL)

To be course tutor on the BTEC HND Design Crafts Course, with responsibility for the section and servicing across the College. Candidates should have sound organisational skills, a commitment to contemporary design and a knowledge of industrial *techniques*.

Salary Scales Lecturer II/SL - £8,595-£13,656 BAR to £15,873.

LI IN INDUSTRIAL DESIGN

To be course tutor on the BTEC Diploma in 3D *Design and contribute to* other BTEC Diploma/ Higher Diploma courses as appropriate. An ability as a visualiser with strong drawing board skills, modelmaking and/or associated workshop skills would be an advantage. Applicants from industry will be welcome.

Salary: Lecturer 1 - £6,843-£11,865 on qualifications and experience rising to £13,656.

Application forms and further particulars from the Registrar, Cumbria College of Art and Design, Brampton Road, Carlisle, Cumbria CA3 9AY. Tel: (0228) 25333. Closing date: 8th February 1987.
(36807) 220026

**dacorum college**

**Hertfordshire County Council**
**An Equal Opportunity Employer**

**DACORUM COLLEGE**
**Marlowes, Hemel Hempstead, Herts, HP1 1HD**

**IN ASSOCIATION WITH THE HOME OFFICE PRISON DEPARTMENT**

Applications are invited for the posts of:–

# EDUCATION OFFICER
and
# DEPUTY EDUCATION OFFICER

at the new H M Prison "The Mount" at Bovingdon.

The Education Officer will be a College Head of Department.

Candidates for these senior posts, which are available from 1 May 1987, should be qualified teachers with experience in Adult/Further Education, who can bring creative flair and sound professional judgement to the development of a varied curriculum.

Salary Scales: Education Officer – Head of Department II
£14,136 – £15,933
Deputy Education Officer – L II Grade
£8,595 – £13,656

*Both with additional London Fringe Area Allowance* of £282.

**Further particulars and application forms (returnable by 27 January 1987) may be obtained from the Principal's Secretary at Dacorum College on receipt of SAE.** (02133)

marlowes·hemel hempstead·herts HP1 1HD·tel 63771

Metropolitan Borough of
**WIRRAL**
AN EQUAL OPPORTUNITY EMPLOYER

**WIRRAL METROPOLITAN COLLEGE (GROUP 9)**

## PRINCIPAL

**Salary Range**
**Min: £28,359**
**Max: £29,547**

Applications are invited from suitably qualified candidates with substantial experience in the management of further education and in industry or commerce for this post which will become vacant on the retirement of the present Principal in the summer of 1987.

Further details and forms of application can be obtained from the Director of Education, Education Offices, Cleveland Street, Birkenhead, Wirral L41 6NH, to be returned by 3rd February, 1987. (16514)

ALL APPLICANTS WILL BE CONSIDERED ON THE BASIS OF SUITABILITY FOR THE POST REGARDLESS OF SEX, CREED, RACE OR DISABILITY

**ORPINGTON COLLEGE OF FURTHER EDUCATION**

# Head of Department

**General Education Grade IV**

Applications from suitably qualified and experienced persons are invited for the above post, from 1st April 1987.

**Application forms available from the Principal's Secretary, Orpington College of Further Education, The Walnuts, High Street, Orpington, Kent. (Closing date within 2 weeks of date of advertisement.) Tel: 0689 39336.** (0488)

Bromley
THE LONDON BOROUGH

# ilea Inner London Education Authority

## WESTMINSTER COLLEGE

Required for start of Summer Term or as s.p.

Vincent Square SW1

**Department of Hotel and Catering Studies (Vincent Square)**

### Head of Department (Grade VI)

(Ref: HCSVS 1/86) to be the founding Head of a new Department to be formed by the amalgamation of the Departments of Hotel Administration and of Professional Cookery on the retirement of Mr Bob Kidner. The Department will be managed on a matrix pattern with two Heads of Management (Grade IV) working to the new Head, and to be appointed after this appointment. Candidates must have appropriate professional and educational qualifications and experience of the whole range of Catering Education together with sound industrial experience. The new Department will have approx 60 F.T. teaching staff plus appropriate support staff and about 650 FT/SW and 850 PT students.

### Lecturer I

(Ref. HCSVS 2/86) to teach FOOD SERVICE and associated subjects to students on C & G and BTEC courses. Appropriate qualifications and good varied recent restaurant/food service experience essential.

Battersea Park Road SW11

**Department of Hotel and Catering Studies (Battersea)**

This department is to be renamed as above from its present title of Home Economics and Catering

### Lecturer I

(Ref. HCSB 1/86) to teach FOOD SERVICE and associated subjects to students on C & G and BTEC courses. Appropriate qualifications and good varied recent restaurant/food service experience essential.

### Lecturer I

(Ref: HCSB 2/86) to teach FRONT OFFICE PRACTICE AND RECEPTION and to help with other Accommodation Studies or associated Business/Office Studies. Appropriate qualifications and good varied recent experience essential. Experience of modern technology in Reception practice is important.

**Department of Continuing and Creative Studies**

### Lecturer I

(Ref: CCS 4/86) for CAREERS EDUCATION to teach in a variety of CPVE, BTEC, GCSE and some vocational courses. A broad interest in pre-vocational and vocational education and a sympathy for student-centred learning are essential as are appropriate academic qualifications and trained teacher status

### Lecturer I

(Ref. CCS 3/86) in PHYSICAL EDUCATION to teach on Full-time C & G 481 course and similar courses. Keen to participate in a range of Extension and Recreational courses. Ability to teach DANCE and NETBALL essential, together with trained teacher status

**Department of Engineering**

### Lecturer II

(Ref. ENG 4/86) to join the team of COMPUTING lecturers. This vacancy could be associated with Business Applications in a range of BTEC courses or with Micro-Computer Technology/Man-Electronics. According to the person appointed and the teaching subject area the appointment could be in either the Department of General and Business Studies or Engineering. Appropriate qualifications and industrial experience essential.

**Department of General and Business Studies**

### Principal Lecturer

(Ref: GBS 5/86) to act as DEPUTY TO THE HEAD OF DEPARTMENT with particular responsibility for Time-tabling, Resources and Part-time classes. Proven experience of course/departmental management essential, plus teaching experience to BTEC National level in the Business Studies area, and appropriate Professional/Academic qualifications and Teacher Training.

### Lecturer II

(Ref: GBS 4/86) to be IN CHARGE OF SECRETARIAL COURSES and the TRAINING OFFICE under the oversight of the Senior Lecturer in Business Studies. Appropriate Secretarial qualifications and Trained Teacher status essential, plus relevant industrial experience.

### Lecturer I

(Ref: GBS 3/86) to teach ENGLISH AND COMMUNICATIONS to O and A Level. An appropriate degree, Teacher Training and experience of teaching to A level are all essential.

Castle Lane SW1

**Department of Languages**

### Associate Lecturer Grade I

(0.2) (Ref: LCS. 1/86) to teach ENGLISH TO SPEAKERS OF OTHER LANGUAGES. An appropriate degree, qualified teacher status and a TEFL/TESL qualification are all essential. NB this is a half-time post with salary pro-rata.

Peter Street W1

**Department of Languages**

### TWO Associate Lecturers Grade I

(0.7) (Ref: LPS 1/86) to teach ENGLISH TO SPEAKERS OF OTHER LANGUAGES. An appropriate degree, qualified teacher status and a TEFL/TESL qualification are all essential. NB These posts are 0.7 of full-time posts with salary pro-rata.

Salaries:

| | |
|---|---|
| Head of Department Grade VI | £18,939–£21,639 |
| Principal Lecturer | £14,784–£16,464 |
| Lecturer II | £9,966–£13,656 |
| Lecturer I | |

On an incremental scale within the range of £8,643–£11,865 starting point depending on qualifications, training and experience. (Then to £12,063–£13,656).

Plus £1,510 Inner London Allowance.

*For further information and application form, returnable by 3rd February 1987, send Postcard S.A.E. quoting reference on the envelope to: Principal's Secretary, Westminster College, Battersea Park Road, London SW11 4JS.*

ILEA IS AN EQUAL OPPORTUNITIES EMPLOYER (00543)

**COLLEGES OF FURTHER EDUCATION**
continued

**CHESHIRE**
CHESHIRE EDUCATION COMMITTEE
(in association with the Home Office Prison Education Department)
H.M. YOUTH CUSTODY CENTRE - THORN CROSS
Appleton Thorn, Nr. Warrington
LECTURER I - ART AND CRAFT

Applications are invited from well qualified and experienced teachers - preferably with some experience of penal education.

Application form/details (SAE please) : Administrative Officer - Personnel, North Cheshire College, Padgate Campus, Fearnhead, Warrington WA2 0DB.

*Closing date: Friday 30 January 1987. (36585)* 220026

**CUMBRIA**
COUNTY COUNCIL
CHARLOTTE MASON COLLEGE

Qualified graduated teachers required for the following academic posts, resulting from the expansion of the College, from September 1987:

(i) LII in OUTDOOR ENVIRONMENTAL EDUCATION with special interests in Field Ecology and Outdoor Activities (e.g. mountaineering, sailing, canoeing)

(ii) LII in MUSIC

(iii) LII in DRAMA

(iv) LII in HISTORY

(v) LII in PHYSICAL GEOGRAPHY

*For all posts recent teaching experience is essential, preferably in the primary or middle age range.*

Application forms and further details from The Principal, Charlotte Mason College, Rydal Road, Ambleside, Cumbria LA22 9BB.

Closing date 30th January 1987. (36309) 220026

**DUDLEY**
METROPOLITAN BOROUGH
(Equal Opportunity Employer)
DUDLEY COLLEGE OF TECHNOLOGY

LECTURER I - ENGINEERING TECHNOLOGY & OPEN ACCESS CENTRE

£6,324-£11,247 (modified Burnham Conditions) - the main functions of the post will be for both YTS and Adults in the area of Computer Programming and Automated Office Systems in the School of Electrical and Electronic Engineering and Computer Studies.

*Further details of post obtainable from Principal's Secretary, Dudley College of Technology, The Broadway, Dudley (Tel: Dudley 53565), returnable by 28th January. (36540)* 220026

**DURHAM**
COUNTY COUNCIL
NEW COLLEGE DURHAM
Principal: D.L. Turner, B.A., Dip.Ed., F.B.I.M.
FACULTY OF IN-SERVICE EDUCATION, COMMUNICATION AND COMPUTING STUDIES
LECTURER II IN FURTHER EDUCATION TEACHER TRAINING

Applications are invited from suitably qualified and experienced lecturers for this INSET post to be filled from April 1987.

Further details and application forms, returnable by Tuesday 3rd February 1987 may be obtained from The Principal, New College Durham, Framwellgate Moor Centre, Durham DH1 5ES (Tel: Durham 62421), on receipt of a stamped addressed foolscap envelope. (36459) 220026

**DURHAM**
COUNTY COUNCIL
BISHOP AUCKLAND TECHNICAL COLLEGE
LECTURER I IN HEALTH, CARE AND WELFARE STUDIES

An enthusiastic lecturer is required to teach in the areas of child study, the elderly, home nursing, community care and health and hygiene.

Experience as a Health Visitor, or in the health and social fields, would be particularly welcome.

Applications forms and further details, returnable by 30th January 1987 can be obtained from the Principal, Bishop Auckland Technical College, Woodhouse Lane, Bishop Auckland, Co. Durham DL14 6JZ, Tel. (0388) 603059. (36461) 220026

**HENDON COLLEGE OF FURTHER EDUCATION**

### Lecturer I – Electronics and Microelectronics

Lecturer I to teach Electronics and Microelectronics required *immediately to teach mainly BTEC National and First Diploma* courses.

Candidates should have a degree, HNC or equivalent and industrial experience.

Teaching experience and/or teacher training would be desirable.

### Lecturer I – Carpentry and Joinery

Lecturer I in Carpentry and Joinery required to teach up to advanced craft level. Suitable craft qualifications and industrial experience are essential and teacher training or teaching experience is desirable. An ability to contribute to the teaching of basic construction skills would be an advantage.

### Lecturer I – Accounts and Numeracy

Applications are invited from suitably qualified persons to teach Numeracy, Statistics, Business Arithmetic and Basic Accounts *on courses offered by the College. Relevant courses currently* offered include CPVE, BTEC National, TOPS and 21 hour courses, as well as a range of O/A Levels and RSA Stage I/II subjects. A flexible and adaptable approach is required since the person appointed will be joining a team actively involved in course and curriculum development. The ability to integrate other subject areas would be an advantage.

*Salary grade for the above posts:- Lecturer I rising from £6,843 to £11,865 plus £726 Outer London Addition per annum.*

### Lecturer II – Computing and Information Technology

Lecturer II required to teach on BTEC courses in Computing Studies and Engineering, G.C.E and short courses and to contribute to course development in Information Technology. An ability to contribute to microelectronics would be an advantage.

*Salary grade for the above post:- Lecturer II rising from £8,595 to £13,656 plus £726 Outer London Addition per annum.*

Application form and further details available from Miss L. Mead, Principal's Secretary, Hendon College of Further Education, Corner Mead, Grahame Park, Colindale, London NW9 5RA.

Telephone:- 200 8300 Extension 217.

Closing date:- Friday, 30 January 1987.

*AN AUTHORITY COMMITTED TO EQUAL OPPORTUNITIES.* (00539)

Applications are invited from qualified and experienced persons for the following vacant posts, to start as soon as possible:-

### Lecturer Grade II
**Electrical Installations**

To act as tutor for CITB and City and Guilds 236/232 Courses and to teach students on these and similar courses.

### Lecturer Grade I
**Practical Electronics and Allied Subjects**

To teach electronics mainly to students at first and second year levels of City and Guilds and BTEC Courses

**Full details and application forms available from the Principal's Secretary on Hoddesdon (0992) 466451. Closing date 14 days after the date of this advertisement.** (18868)

EAST HERTS COLLEGE
TURNFORD, BROXBOURNE
Tel. Hoddesdon 466451

AN AUTHORITY COMMITTED TO EQUAL OPPORTUNITIES

LONDON BOROUGH barnet

BOLTON METROPOLITAN COLLEGE

Principal Colin R. Terry

Bolton Metropolitan College is a large, multi-site N.A.F.E College with a broad range of provision, from *traditional craft and technician level work to non-formal* community education.

Three vacancies to be filled as soon as possible:

FACULTY OF TECHNOLOGY
**PRINCIPAL LECTURER IN BUILDING**

To be responsible for curriculum innovation, integrated across the Faculty and College, and to act as College BTEC Co-ordinator.

FACULTY OF TECHNOLOGY
**LECTURER GRADE II: ELECTRONIC SERVICING**

To manage existing courses and assist with the development of new provision.

FACULTY OF TECHNOLOGY
**LECTURER GRADE I: PLASTERING**

Well qualified specialist required.

Application forms (and further details) to be returned by Friday, 30th January, 1987 from:

**The Chief Administrative Officer, Bolton Metropolitan College, Manchester Road, Bolton BL2 1ER Telephone (0204) 31411 Ext. 3308**

B.M.B.C. IS AN EQUAL OPPORTUNITY EMPLOYER (18586)

**WATFORD COLLEGE**

## Lecturers

### Business Studies (3 posts)

Additional staff are required who can contribute across a variety of BTEC and professional courses, both advanced *and non-advanced. A degree and/or professional* qualification is essential and business experience/ teaching qualification are highly desirable. Candidates should be able to offer one or more of the following: Economics, Accounting, Law, Marketing, Psychology, Business Environment/Planning.

Salary in accordance with Burnham F.E. Scale for Lecturer Grade I; £6,843-£11,865 p.a. (progressing to £13,656 p.a.) plus £282 p.a. Fringe allowance.

### Machine Printing

Applications are invited for the post of Lecturer in Machine Printing, Small Offset and Reprographics. The College is a national centre for printing education and offers a full range of courses up to degree level.

Salary in accordance with Burham F. E. Scales, plus £282 p.a. Fringe allowance:

*Lecturer Grade I: £6,843-£11,865 p.a. (progressing to £13,656 p.a. OR Lecturer Grade II: £9,596-£13,656 p.a.*

**Further details and application forms available from The Principal, Watford College, Hampstead Road, Watford WD1 3EZ (Tel. Watford 57531).** (18866)

**JORDANHILL**
COLLEGE of EDUCATION / GLASGOW

## LECTURER IN COMPUTER EDUCATION

The Governors invite applications from suitably qualified and experienced teachers for the post of Lecturer in Computer Education. The Computer Education Department provides both preservice and inservice courses including a course leading to the award of a teaching qualification (Secondary Education) in Computing and a CNAA validated Diploma course (run with Paisley College of Technology). The department also provides consulting services for the college.

The appointment will be from 1st April, 1987 or such other date as may be mutually agreed.

The salary scale is £9,840 – £16,626 p.a. with 13 points. The point at which the successful applicant will be placed on the scale will be determined in relation to his/her salary at the time of appointment.

Further particulars and forms of application may be obtained from THE PRINCIPAL, JORDANHILL COLLEGE OF EDUCATION, 80 BRAE DRIVE, GLASGOW G13 1PP. Complete forms should be returned not later than Monday, 2nd February, 1987. (18867)



Nene College Northampton

**FACULTY OF TECHNOLOGY**

## LECTURER GRADE II
**IN CIVIL ENGINEERING/BUILDING STRUCTURES**

Applications are invited for the above full-time post involving the teaching of civil engineering subjects up to and including BTEC Higher National and professional levels.

Candidates should hold a relevant educational qualification, and/or professional qualification, ideally Corporate Membership of an appropriate institution. They should have recent proven *industrial/professional experience in structual analysis and* design and be conversant with modern codes of practice. Some teaching experience and a commitment to updating would be an advantage. Day release for F.E. teacher training, if required, given to the appropriate candidate.

Salary Scale Lecturer Grade II: £8,595 – £13,656.

Further details and application forms are available from:

**The Dean, Faculty of Technology, Nene College, St. George's Avenue, Northampton, NN2 6JD (Tel: (0604) 714101, Ext. 226),**

to be returned not later than 6 February 1987.

## LECTURER GRADE II
**IN ECONOMICS**

A lecturer is required in Economics to teach on degree and professional courses. The successful applicant should have a degree in Economics. Post-graduate and/or research experience would also be desirable.

Northamptonshire County Council welcomes applications regardless of racial or ethnic origin, sex, marital status or disability.

**For an application form and further information write to: The Dean, Faculty of Mathematics, Management and Business, Nene College, Moulton Park, Northampton NN2 7AL. The closing date for applications is 7 February 1987.**

*The County Council welcomes applications regardless of racial or ethnic origin, sex, marital status or disability.* (18588)

**Lothian**
REGIONAL COUNCIL
DEPARTMENT OF EDUCATION
TEACHING APPOINTMENTS

**STEVENSON COLLEGE OF FURTHER EDUCATION**

## SENIOR LECTURER II IN ENGLISH LANGUAGE TRAINING

Applications are invited from candidates who have a first degree in an appropriate subject area, be qualified teachers in EFL/ESL and have several years' teaching experience. A post graduate qualification in an area such as Applied Linguistics or teacher training would be an additional advantage.

The post will involve teaching, the oversight of a major part of the English Language Teaching operation and departmental responsibility for an area such as resources. An ability to work as a member of a team in an integrated and progressive department of languages providing EFL, ESL foreign and community languages, and teacher training is essential.

Salary range £12,318–£14,463 per annum.

Application forms and further particulars may be obtained from:- The Principal, Stevenson College of Further Education, Bankhead Avenue, Edinburgh EH11 4DE. Telephone: 031-453 6161.

*Lothian Regional Council is an Equal Opportunities Employer and will prevent discrimination particularly on the grounds of sex, marital status, disability, race, colour, religion, sexual orientation, nationality or ethnic origin.* (16510)

**NORTHAMPTONSHIRE**
**THE WELLINGBOROUGH COLLEGE**

## Deputy Education Officer (SL),
**Her Majesty's Youth Custody Centre, Wellingborough.**

For appointment May 1st 1987. Applications are invited from those who feel they can make an important contribution to the further development of a progressive and successful YCC Education Department.

Applicants with Management experience and an interest in Computers would be especially welcome. Salary: Burnham (FE) Senior Lecturer.

Application forms to be returned by 13.2.87

**For further details please contact:-**
**The Principal's Secretary, The Wellingborough College, Church Street, WELLINGBOROUGH, Northants, NN8 4PD.**
Tel. No. (0933) 224165 (18539)

**COLLEGES OF FURTHER EDUCATION**
continued

**ENFIELD**
LONDON BOROUGH OF ENFIELD
EDUCATION DEPARTMENT
SOUTHGATE TECHNICAL COLLEGE
Principal W.A.G. Easton, M.A., C.Eng., F.I.Mech.E., F.R.S.A.
LECTURER GRADE I required immediately for the following post:

Ref. C15 To teach Food and Beverage Management Control and Service to the level of the City and Guilds 707/2.

Applicants should be qualified to the level of HND or equivalent with good industrial experience.

Teaching qualifications are desirable but not essential for this post.

Salary Scale - £7,569 - £10,557 including London Weighting Allowance.

The initial placing on the above Scale depends on qualifications and experience.

Application forms and further details (one marked with job reference) obtainable from the Principal, Southgate Technical College, High Street, Southgate, London N14 6BS, to whom they should be returned within two weeks of the appearance of this advertisement. (37889) 220026

**GRAMPIAN**
REGIONAL COUNCL
ABERDEEN COLLEGE OF COMMERCE

SENIOR LECTURER I - SYSTEM PROGRAMMER

Required in the Computing and Data Processing section of the Department of Mathematics, Science and Computing. Applicants should have a Degree or Higher National qualification in Computer Data Processing and Application and System Programming experience.

Will teach Programming and System Analysis and Computer System Design to SND/C level with opportunity to teach to SHND in Computer Data Processing level.

Salary scale: £9,840 - £13,398.

Application forms and further details from Director of Education, F.E. & Admin. Staffing, Woodhill House, Aberdeen AB9 2LU with whom applications (2 copies) should be lodged by February 2nd. (36985) 220026

**HAMPSHIRE**
BROCKENHURST COLLEGE (TERTIARY STATUS)

Requires for September 1987 the services of:-

1. LECTURER GRADE I IN TECHNOLOGY to teach up to and including A level BTEC first in Engineering and Allied Courses. The department has new premises and is expanding.

2. LECTURER GRADE I IN COMPUTING to teach up to and including A Level, BTEC national drama in computing and allied courses. The department has new premises and is expanding. Some business experience would be an advantage.

3. LECTURER GRADE I IN PHYSICS to teach physics up to and including A Level with ideally electronics.

We persue a policy of the equality of opportunity. Applications particularly welcome from people with disabilities.

Further details may be obtained from the Principal, Brockenhurst College, Brockenhurst, Hampshire SO42 7ZE. Tel: (0590) 23565. (36508) 220026

**HAMPSHIRE**
ALTON COLLEGE
LECTURER II ADULT BASIC EDUCATION CO-ORDINATOR

Required on a secondment from April 27th, 1987 to replace the existing holder who has gained a two year secondment as a Community Education Warden. Responsibilities will include the development of ABE and provision of educational opportunities for the physically, mentally and socially disadvantaged adults. The appointee will be responsible for the organisation of ESL in the college.

Further details may be obtained from the Principal, Alton College, Alton, GU34 2LX (Tel: Alton 64111).

Applications, including CV, and names and addresses of two referees, to be received by 30th January. The County Council pursues a policy of equality of opportunity. Applications particularly welcome from people with disabilities. (36314) 220026

**KENT**
CHRIST CHURCH COLLEGE Canterbury
Required for Summer Term 1987

LECTURER II/SENIOR LECTURER IN SPECIAL EDUCATIONAL NEEDS.

Applicants should have appropriate qualifications, preferably including a higher degree, and extensive experience in the teaching of children with special educational needs and will contribute to in-service initiatives for teachers.

Salary Scale: Lecturer II/Senior Lecturer £8,595 - £18,873 p.a.

For further details write to the Principal, Christ Church College, Canterbury CT1 1QU enclosing S.A.E. Closing date for applications: 30th January 1987. (36679) 220026

**HARROW**
LONDON BOROUGH OF HARROW
HARROW COLLEGE OF FURTHER EDUCATION

DEPARTMENT OF BUSINESS STUDIES

LECTURER I (TEMPORARY) - BUSINESS STUDIES

A temporary Lecturer Grade I is required as soon as possible until 31st August, 1987, to join a team of staff committed to the development of BTEC courses within the Department. Candidates will be expected to have relevant professional, graduate and/or teaching qualifications and experience in commerce or industry is also desirable.

Salary as per FE Burnham Committee scales for a Lecturer 1: £6,324 - £11,247 per annum plus Outer London Allowance.

DEPARTMENT OF GENERAL STUDIES

LECTURER GRADE I (0.5) : ENGLISH

A temporary Lecturer Grade I (0.5) is required as soon as possible until 30th June, 1987 to teach English in a range of courses.

Salary as per FE Burnham Committee scales for a Lecturer 1 (pro Rata: £6,324 - £11,247 per annum plus Outer London Allowance.

Application forms and further details are available from the Principal's Secretary, Harrow College of Further Education, Lowlands Road, Harrow, Middlesex. Tel: 01-428 6121, Ext. 305, to whom they should be returned by Friday 30th January, 1987.

HARROW IS AN EQUAL OPPORTUNITIES EMPLOYER. (37976) 220026

**HAVERING**
LONDON BOROUGH OF HAVERING
HAVERING TECHNICAL COLLEGE

PART-TIME LECTURER IN EDUCATION

Wanted IMMEDIATELY to teach research methodology and in-Service B.Ed. students (Further Education) and to contribute to other aspects of in-Service B.Ed. or Certificate in Education.

Salary: £15.12 per lecturer hour.

Apply by letter to J. Holland, Head of Department of Social Services and Education, Queens Campus, Tring Gardens, Harold Hill, Romford RM3 9ES. Please enclose curriculum vitae.

Further information from J. Holland on Ingrebourne (1471), Ext. 36. (37670) 220026

Kingston College of Further Education
Kingston Hall Road,
Kingston upon Thames,
KT1 2AQ

Required from 1st September 1987

**Deputy to the Head of Business Studies Department:**
**Principal Lecturer Grade Post. No. 87 50 02**

The department teaches the following courses:– B/TEC – First Award; B/TEC – National Award; Accountancy; Information Technology; Banking; Secretarial Skills.

Applicants should offer relevant teaching expertise and experience within one of the areas above, and, preferably be a graduate with *recent industrial/Commercial experience.*

Salary Scale £14,784 – £16,986 bar to £18,668 per annum + £726 London Allowance.

For an application form and job description please send a large SAE quoting Post No. to the Principal at the above address. To be returned within two weeks of *this advertisement.*

Royal Borough of KINGSTON upon Thames
An equal opportunities employer

**WEST CHESHIRE COLLEGE**
Eaton Road, Handbridge,
Chester, CH4 7ER.
Telephone Chester 677677

**Principal: C D Rees BA MEd**
***Re-advertisement:***

Applications are invited for posts at Lecturer I grade, as follows:

## Post 17J
## Visual Communications
## Post 20X Social Care

All applicants should be suitably qualified by degree or professional qualification and should have relevant industrial experience, where appropriate. Preference is normally given to qualified teachers.

Application forms and further details can be obtained from the Principal on receipt of a stamped addressed envelope and should be returned by Friday 30 January, 1987. (03188)

**STOKE ON TRENT CAULDON COLLEGE OF FURTHER AND HIGHER EDUCATION**

*Applications are invited for the following posts:*

## Senior Lecturer in Catering and Hotel Studies
**Salary: £12,615 – £14,820 (bar)**

Applicants should have a relevant degree or HND together with appropriate industrial experience. A teaching qualification is desirable. The successful applicant will be a member of the senior management team of the Department and will have particular responsibility for course and curriculum development.

## Senior Lecturer in Fashion/Design
**Salary: £12,615 – £14,820 (bar)**

Applicants should be professionally qualified in Fashion/Design and relevant teaching experience is desirable. The successful applicant will lead a team of specialist staff involved in providing courses of study in Fashion/Design and Creative Arts.

Application forms and further particulars are available from the Vice-Principal, Stoke on Trent Cauldon College of Further and Higher Education, Stoke Road, Shelton, Stoke on Trent, ST4 2DG. Telephone: Stoke on Trent (0782) 202561, Extension 327 or 306. The closing date for receipt of *applications is fourteen days after the appearance of this advertisement.*

This is a re-advertisement. Previous applicants remain under consideration.

Canvassing will disqualify.

Trade Union Membership encouraged.

An Equal Opportunity Employer.

**Staffordshire**
**County Council**

## COLLEGES OF FURTHER EDUCATION
continued

**HEREFORD AND WORCESTER**
COUNTY COUNCIL
REDDITCH COLLEGE
DEPARTMENT OF BUSINESS AND PROFESSIONAL STUDIES
LECTURER I IN ACCOUNTING AND BUSINESS STUDIES

Required to teach and tutor accounting and business-related subject to BTEC and Professional Accountancy students at all levels. In addition to formal teaching the College operates a long-established system of Open Learning (Flexistudy) to which the successful applicant would be expected to make an important contribution.

QUALIFICATIONS:

A relevant professional or equivalent qualification with good practical experience in business is essential. A teaching qualification or successful teaching experience would be an added advantage.

Salary:

Within the Lecturer I range £6,843 - £11,865, dependent upon age, qualifications and experience.

Further details of this post, together with application form, may be obtained from:

The Principal, Redditch College, Redditch, Worces. B98 8DW. Tel: Redditch (0527) 63607.
(36518) 220026

**KENT**
CHRIST CHURCH COLLEGE
Canterbury
Required for September 1987
LECTURER II/SENIOR LECTURER IN RELIGIOUS STUDIES.

Applicants should have good qualifications and successful teaching experience in either primary or secondary schools.
The person appointed will contribute to B.A., B.A(Ed.) and P.G.C.E. courses.
Salary Scale: Lecturer II/Senior Lecturer £8,595 - £15,873 p.a.
For further details write to the Principal, Christ Church College, Canterbury CT1 1QU enclosing s.a.e. Closing date for applications: 28th January 1987. (46678) 220026

**HILLINGDON**
LONDON BOROUGH OF HILLINGDON
UXBRIDGE TECHNICAL COLLEGE
Park Road, Uxbridge, Middlesex UB8 1NQ
Principal: Mr. T. Hannagan

Applications are invited for two vacant appointments. Both positions are appropriate to first post in teaching as recent industrial or contracting experience will be valuable in the proposed work.

ENGINEERING DEPARTMENT

Lecturer (Grade I) in Electrical Engineering.

Lecturer (Grade I) in Electrical Installation Work.

Salary Scale:- Lecturer Grade I £6,843 to £11,865 per annum, the starting point depending on qualifications, teaching and industrial experience. Plus Outer London Allowance £726 per annum.

Application forms and further particulars from: The Principal, Uxbridge Technical College, Park Road, Uxbridge.

Closing date: 30th January. 1987.

Outer London Allowance Payable. (37845) 220026

**KENT**
CANTERBURY CHRIST CHURCH COLLEGE
North Holmes Road, Canterbury CT1 1QU
PRINCIPAL LECTURER/INSET COORDINATOR
Applications are invited for a new post of PRINCIPAL LECTURER/INSET COORDINATOR. The College has a substantial and well developed commitment to INSET ranging from higher degrees (M.A., M.Phil./Ph.D.) to diplomas and certificates, short courses and consultancy work.
Further details are available from the Principal to whom applications should be sent not later than 1 February 1987. (36632) 220026

# HAMPSHIRE
# ALTON COLLEGE
## Required for September 1987

| | |
|---|---|
| 1 BUSINESS STUDIES | Lecturer I |
| 2 ELECTRONICS | Lecturer I |
| 3 ELECTRONICS (BTEC National, CGLI, A Level, GCSE) | Lecturer II |
| 4 MATHEMATICS (A Level Mathematics and Further; GCSE) | Lecturer I |
| 5 MECHANICAL ENGINEERING | Lecturer II |
| 6 MECHANICAL ENGINEERING (BTEC National, CGLI, A Level Design and Technology) | Lecturer I |
| 7 SOCIAL SCIENCE (Sociology/Psychology) | Lecturer I |

The College is a purpose built tertiary, 800 FT, with well established GCE A Level courses and an expanding vocational curriculum.

Letters of application, cv, two referees, sae, to the Principal by January 30th, from whom further details (sae please) can be obtained.

We pursue a policy of equality of opportunity. Applications particularly welcome from people with disabilities.

*Alton College, ALTON, Hampshire GU34 2LX: Alton 88118*
(03117)

# LECTURER GRADE II as NNEB COURSE TUTOR

Candidates should possess either nursery teaching or health visiting experience. Qualifications in both areas would be an advantage. Salary – £9,321 – £14,382 inclusive of London Weighting.

Closing date 10 days from the appearance of this advertisement.

**Application forms and further details available from The Principal, Hounslow Borough College, London Road, Isleworth TW7 4HS upon receipt of a large SAE.**

**Tel: 01-568 0244 Ext. 231.**
(10602)

**LANCASHIRE**
ROCHDALE TECHNICAL COLLEGE
Required as soon as possible:-
DEPARTMENT OF BUSINESS & MANAGEMENT STUDIES
1. Lecturer I Travel & Tourism.
2. Temporary Associate LI (50%) - to teach Y.T.S. trainees on Clerical/Administrative Courses.
DEPARTMENT OF CARING, CATERING & HAIRDRESSING
3. Lecturer I Catering (Front of House Skills).
4. Lecturer I Catering (Food & Beverage subjects).
Salary Scale : £6,843 - £13,656 (For post 2 £6,843 - £11,895 50%).
Further details and application forms, to be returned by 2nd February, available from the Principal, Rochdale Technical College, St. Mary's Gate, Rochdale OL12 6RY - Tel: Rochdale (0706) 345346, Ext. 203. (36568) 220026

**MERTON**
LONDON BOROUGH OF MERTON
MERTON COLLEGE
MERTON IS AN EQUAL OPPORTUNITIES EMPLOYER
All applications will be considered on their merits
LECTURER GRADE I IN PROFESSIONAL COOKERY
Applications are invited for the above post to commence as soon as possible.
The successful candidate will be required to teach full and part-time students studying on B/TEC and City and Guilds courses. First class Hotel experience is essential and a teaching certificate would be an advantage.
Further particulars and an application form can be obtained from the Registrar's Office, Merton College, Morden Park, London Road, Morden, Surrey SM4 5QX. The closing date for the receipt of completed applications is a fortnight from the date of this advertisement appearing. (36291) 220026

**NOTTINGHAMSHIRE**
COUNTY COUNCIL
WEST NOTTINGHAMSHIRE COLLEGE OF FURTHER EDUCATION
LECTURER I IN ACCOMMODATION OPERATIONS
Salary £6,843 - £11,865 p.a.
Required as soon as possible in the Department of Catering and Hairdressing to join a young enthusiastic team concerned with all aspects of customer services. Relevant qualifications and experience in Hotels or other residential establishments essential. The ability to offer Food and Beverage Service or Hotel Reception an added advantage. Teaching qualifications and experience advantageous but not essential.
LECTURER I IN MODERN OFFICE SKILLS
Salary £6,843 - £11,865 p.a.
Required as soon as possible in the Department of Business Studies. Applicants should be capable of teaching the technological skills of the modern office and related business studies subjects on a wide variety of courses within the Department, and a working knowledge of BTEC Courses is highly desirable and an interest in the use of computers in teaching would be advantageous. Candidates should have appropriate academic and/or professional qualifications plus experience in business or industry. Entry point on the scale according to qualifications and experience.
Application forms and further details are available from and returnable to the Principal at the College, Derby Road, Mansfield, Notts. NG18 5BH. Tel: Mansfield 27191.
Closing date 30th January.
An Equal Opportunity Employer. (37867) 220026

**OXFORD**
LECTURER I - SECRETARIAL SUBJECTS

Applications are invited for a full-time post teaching Pitman Shorthand and Secretarial Duties from April 1987.

Apply: Director of Studies, Oxford and County Secretarial College, 34 St Giles, Oxford OX1 3LH. Tel: (0865) 511404. (37932) 220026

**POWYS**
COUNTY COUNCIL
EDUCATION DEPARTMENT
RADNOR COLLEGE OF FURTHER EDUCATION
Llandrindod Wells, Powys LD1 5ES
Required for April or September, 1987, a Lecturer Grade I in BUSINESS STUDIES. (269). Prospective candidates, who should be graduates and hold a professional teaching qualification can obtain details of the appointment and application forms from the Principal, at the College, to whom completed forms should be returned by 6th February, 1987. (36569) 220026

**SALISBURY**
DIOCESE OF SALISBURY
SALISBURY COLLEGE OF TECHNOLOGY
The Diocese and College of Technology are seeking to make a joint appointment of CHAPLAIN TO THE COLLEGE
Applications are invited from clergy willing to make a substantial contribution to the pastoral life of the College, and a part-time teaching commitment to any of six departments - Adult and Continuing Education, Building, Business Studies, Engineering and Computing, Food Studies, General Education and Science. (Previous teaching experience desirable but not essential).
Further details from: The Archdeacon of Sarum, c/o The Diocesan Board of Education, 97 Crane Street, Salisbury, Wilts. SP1 2QA. Closing date for applications: 6th February 1987. (36555) 220026

**SHROPSHIRE**
TELFORD COLLEGE OF ARTS & TECHNOLOGY
STAFF TRAINING & DEVELOPMENT UNIT

Required as soon as possible STAFF TRAINER to undertake a substantial staff training role to support the Youth Training Scheme and other training initiatives.

Salary: from L8,595 - L13,656 (Lecturer Grade 2).

The College is the Accredited Centre for YTS Staff Training for the MSC Marches Area (incorporating Shropshire, Hereford Worcester). This peripatetic appointment will be based in Worcester.

Application forms and details from the Principal, Telford College of Arts & Technology, Haybridge Road, Wellington, Telford TF1 2NP.

Closing Date 30th January 1987. (36367) 220026

**SOMERSET**
COUNTY COUNCIL
SOMERSET COLLEGE OF ARTS AND TECHNOLOGY
Taunton
DEPARTMENT OF BUILDING AND SURVEYING

Required as soon as possible.

LECTURER I IN MATHS AND BUILDING SCIENCE.

The person appointed will be required to use modern methods in the teaching of basic mathematics and scientific principals to level III on BTEC Diploma and Certificate Courses and to work in close collaboration with the other two lecturers in Mathematics and Building Science in developing schemes of teaching. It is envisaged that the co-ordination of BETEC first Diploma and First Certificate will be the responsibility of the postholder.

Applicants must have graduate qualification in an appropriate discipline or equivalent, have a background in the Construction Industry and preferably be teacher trained.

Application form and further details from the Chief Administrative Officer, Somerset College of Arts and Technology, Wellington Road, Taunton, Somerset TA1 5AX.

Closing date 30th January 1987.

An Equal Opportunities Employer. (36338) 220026

**SOMERSET**
COUNTY COUNCIL
BRIDGWATER COLLEGE
Bridgwater
(TERITARY COLLEGE)

1. MANAGEMENT TRAINER

(Salary £8,595 up to £13,656 (Bar) on appointment to a maximum of £15,873 (Grade LI/SL)).

Candidates must have:-

- goods management experience in Industry/Commerce

- qualifications to degree and preferably post-degree level

- management and training skills of a high order in one of the following areas:

a. Marketing and Selling Skills

b. Personal Management

Join a small but progressive team to teach on existing postgraduate and post-experience management courses and help to develop new ones.

2. LECTURER II IN OFFICE TECHNOLOGY AND SECRETARIAL STUDIES.

Application are invited for the post of Lecturer II in the Department of Business and Professional Studies. The person appointed should have interest and experience in modern office technology and a practical, up-to-date approach to the teaching of office and business systems. Some teaching of business and secretarial subjects is also involved. Opportunities exist to develop income earning courses.

Application form and further details from the Principal, Bridgwater College, Bath Road, Bridgwater, Somerset TA6 4PZ (sae please).

Closing date 28th January 1987.

An Equal Opportunities Employer. (36334) 220026

**SOMERSET**
COUNTY COUNCIL
BRIDGWATER COLLEGE
Bridgwater
(Tertiary College)
SENIOR LECTURER IN THE DEPARTMENT OF CONTINUING EDUCATION
(Please see under the sixth form and tertiary section for further details).
(36335) 220026

**STAFFORDSHIRE**
BURTON UPON TRENT TECHNICAL COLLEGE
Applications are invited for the post of
LECTURER GRADE II IN ART AND DESIGN
£8,595 - £13,656
Application forms and further particulars are available from the Vice-Principal's Secretary, Burton upon Trent Technical College, Lichfield Street, Burton upon Trent, Staffs. DE14 3RL.
Tel: Burton upon Trent 45401.
Closing date for applications: Friday, 30th January, 1987.
Canvassing will disqualify.
Trade Union Membership encouraged.
An Equal Opportunity Employer.
STAFFORDSHIRE COUNTY COUNCIL. (37946) 220026

**SUTTON**
LONDON BOROUGH OF SUTTON
CARSHALTON COLLEGE OF FURTHER EDUCATION
Nightingale Road, Carshalton, Surrey SM5 3EJ
Tel: 01-647 0021/8
LECTURER FOR COMPUTING
Required as soon as possible, a Lecturer Grade I, to teach Programming, Computer Studies and Information Technology on a variety of courses up to BTEC National level and G.C.E. 'A' level.
Main computer facilities are Apricot Personal Computers and there is access to other micros, including IBM, Olivetti, Apple Macintosh, RM Nimbus and BBC Model B. There are three computer laboratories.
Starting salary £7,569 to £12,591 depending on qualifications and experience progressing to £14,382 including London Allowance.
Application form, and further details, obtainable from and returnable, to the Principal. (36657) 220026

**WARWICKSHIRE**
MID-WARWICKSHIRE COLLEGE OF FURTHER EDUCATION
Warwick New Road, Leamington Spa CV32 5JE
ASSISTANT DIRECTOR OF STUDIES, Senior Lecturer

Required for 1st May 1987 an experienced and enthusiastic teacher with a Design background.

Further details and application form from the Principal's secretary. Closing date 30th January.

Warwickshire is an equal opportunities employer. (36305) 220026

**WEST LONDON COLLEGE**
LECTURER IN TOURISM

Part-time lecturer in Tourism required for February, 1987 start. A minimum of one years teaching experience is required.

Please telephone Frances Farrell on 01-491 1841 or write with C.V. to West London College, Avon House, 360 Oxford Street, London W1. (36430) 220026

**WEST SUSSEX**
CRAWLEY COLLEGE OF TECHNOLOGY
College Road, Crawley, Sussex
LECTURER GRADE II IN AEROSPACE STUDIES/AVIONICS
Required as soon as possible.
Salary Scale: £8,595 - £13,656 + £282 L.W.
Application form and further details available from The Principal on receipt of s.a.e.
Completed form to be received within two weeks from the date of this advertisement. (37924) 220026

**WEST SUSSEX**
CRAWLEY COLLEGE OF TECHNOLOGY
College Road, Crawley, Sussex
Required as soon as possible LECTURER GRADE II in MANAGEMENT STUDIES AND SHORT COURSE DEVELOPMENT.
Salary Scale: £8,595 - £13,656 + £282 L.W.
Application form and further details available from The Principal on receipt of s.a.e. (37793) 220026

**WILTSHIRE**
SWINDON COLLEGE
DEPARTMENT OF ENGINEERING TECHNOLOGY

Required as soon as possible LECTURER I in ELECTRICAL INSTALLATION to teach on CGLI 236, CITB and BTEC Level II courses and contribute to open learning developments.

Salary within the range £6,843 - £11,865 with progression to £13,656.

Details and application forms (s.a.e. please) available from Clive Brain, Principal, Swindon College, Regent Circus, Swindon SN1 1PT and returnable within 14 days of this advertisement. (37883) 220026

## Polytechnics

## Other Appointments

**BRIGHTON**
BRIGHTON POLYTECHNIC
Faculty of Education
LECTURER II IN MATHEMATICAL EDUCATION
£8,959 - £14,[illegible]

Applicants are [illegible] for April 1 or as [illegible] possible thereafter. [illegible] successful applicant [illegible] be expected to have [illegible] mathematical [illegible] tions and recent [illegible] ence to contribute [illegible] the work in mathematics education across the [illegible] partment with particular reference to the [illegible] years of schooling.

Application forms [illegible] further details are [illegible] able from the Personnel Department, [illegible] Polytechnic, [illegible] House, Moulsecoomb, Brighton, East Sussex [illegible] 4AT. Tel: Brighton [illegible] 693655, Ext. [illegible].

Closing date: [illegible] 30. (37769)

**BRIGHTON**
BRIGHTON POLYTECHNIC
Faculty of Education
RESEARCH ASSISTANT IN LANGUAGE AND LITERACY
£6,060 - £6,[illegible]

Applications are invited from candidates who [illegible] a relevant post-graduate qualification, preferably Master's degree, to [illegible] out research in connection with a project on [illegible] alistic approaches to [illegible] literacy learning. Relevant teaching experience would be an advantage.

The appointment is [illegible] itially for two years [illegible] the possibility of extension for a third.

Application forms [illegible] further details from Personnel Department, Brighton Polytechnic, Mithras House, Moulsecoomb, Brighton, Sussex BN4 4AT. Brighton (0273) 6[illegible] Ext. 2536.

Closing date: Jan[illegible] 30. (37770)

## University Appointments

**BIRMINGHAM**
UNIVERSITY OF BIRMINGHAM
SOCIOLOGY DEPARTMENT [illegible] MASTERS DEGREE IN [illegible] AND EDUCATION
Applications are invited [illegible] full-time (one year); or part-time (2 years) [illegible] which will permit [illegible] people to remain in post.
Details from: Assistant Registrar (Commerce), P.O. [illegible] 363, Birmingham B15 [illegible] (36256)

**LONDON WC1**
UNIVERSITY OF LONDON INSTITUTE OF EDUCATION
LECTURER IN PRIMARY EDUCATION (MATHEMATICS)

Required for this [illegible] mainly concerned with [illegible] training of PGCE students. Applicants should have [illegible] cent and successful teaching experience within the [illegible] range 3 to 12 years [illegible] ably in a senior capacity [illegible] with a curriculum [illegible] mathematics.

Experience in use of [illegible] rocomputers in [illegible] education [illegible]. Opportunities may [illegible] teaching at higher degree level and for research.

Salary on Lecturer [illegible] £8,020 - £15,700 [illegible] pending from [illegible] £1,297 London Weighting plus USS. The appointment is from 1 September [illegible] for 5 years initially.

Further particulars [illegible] application forms [illegible] Mary Griffin, Personnel [illegible] University of London Institute of Education, [illegible] ford Way, London WC1H 0AL, 01-636 1500, [illegible] 254, quoting ref [illegible]. Completed applications required by 6 February.

This is [illegible] advertisement [illegible] need not [illegible] applicants [illegible] apply. (36444)



# LEIGHTON PARK SCHOOL, Reading

This boarding school – 350 pupils 11 – 18; 120, including girls, in Sixth Form; Quaker Foundation, HMC, offers in April or September 1987 a

# RESIDENT STUDENTSHIP IN DRAMA

that will enable recipient, (possibly straight from College) to develop own interests and thereby stimulate a wide range of drama, and perhaps film, activities in the school community.

**Details from the Headmaster (0734 72065), Leighton Park School, Shinfield Road, Reading, RG2 7DH**
(18523)

## UNIVERSITY OF NOTTINGHAM

### Management Education Opportunities and Fellowships for Primary School Heads and Senior Staff

*Four week, six week or one-term attachments, Summer and Autumn Terms 1987.*

These opportunities are available in the form of programmes of work designed, through negotiation, to meet specific needs of individuals, groups of teachers, schools and LEAs in aspects of management e.g. need identification, curriculum and professional development, leadership, team building, innovation and change, evaluation and appraisal, school and community, school and industry, classroom management.

For further details contact:

**Mrs J. Bradshaw,
School of Education,
University of Nottingham,
University Park,
Nottingham NG7 2RD.**
(03115)

## LA SAINTE UNION COLLEGE OF HIGHER EDUCATION
**The Avenue, Southampton SO9 5HB
Tel: (0703) 228761**

# HEAD OF THE MODERN LANGUAGES DEPARTMENT

Applications are invited from well qualified French graduates for the post of Head of the Modern Languages Department. The Head of Department is responsible for organising and teaching courses in Modern Languages in BA, BEd, PGCE and In-Service programmes.

The successful candidate will be appointed at Principal Lecturer Level (currently £14,784 to £18,588 p.a.) and will take up post on 1st September 1987.

**Further details from the Principal.**

**Closing date for applications 9th February 1987.**
(02175)

Applications are invited for the following posts:

## HEAD OF ART AND DESIGN STUDIES

**Grade III: £15,456 – £17,253**

This lively department has considerable potential for development. Good qualifications in an appropriate design specialism, management and professional design experience, together with enthusiasm and a commitment to innovation, are essential.

This is a re-advertisement. Previous applicants are invited to re-apply.

## SENIOR LECTURER IN MARKETING

**Salary: £12,615 – £15,873**

To contribute to the teaching and development of marketing on a range of Business and Management courses. High academic qualifications and recent practical experience are highly desirable.

Application forms and further particulars are available from the Deputy Registrar, to whom completed forms should be returned by 5 February 1987.
(03168)

**BOLTON INSTITUTE OF HIGHER EDUCATION**
Deane Road, BOLTON BL3 5AB
Tel: Bolton (0204) 28851

## Fellowships, Studentships and Research Awards

**OXFORDSHIRE**
MERTON AND ST PETER'S COLLEGES
Oxford
SCHOOLMASTER/MISTRESS STUDENTSHIPS 1987-8
If suitable candidates present themselves the two Colleges above intend to elect four Schoolmaster/mistress Students between them for the academic year 1987-8. The Studentships are tenable for one term, and the electing College will provide for board and lodging but will pay no stipend. Candidates should be primarily engaged in sixth form teaching, or Housemasters/mistresses, or Heads. Consideration will also be given to applications from candidates from other institutes that prepare students for the A level examinations. Candidates should be prepared to spend their time in Oxford in advanced study.
Further information, and application forms for both Colleges, may be obtained from the Tutor for Undergraduate Admissions, Merton College, Oxford OX1 4JD. The closing date for completed applications is Friday 13 February 1987. (36497) 300000

**OXFORDSHIRE**
KEBLE COLLEGE
Oxford
KEBLE AND BP EDUCATION FELLOWSHIPS
Keble College invites applications from seconded teachers (including teachers of school-age pupils in Colleges of Further Education and equivalent institutions) for up to three Education Fellowships, each tenable for one term (about twelve weeks) during the academic year 1987-8.
Further particulars may be obtained from the Warden, Keble College, Oxford OX1 3PG, to whom applications should be sent to arrive not later than 28th February 1987. (36694) 300000

## Colleges of Higher Education

## Other Appointments

**CHESTER**
CHESTER COLLEGE OF HIGHER EDUCATION
LECTURER II/SENIOR LECTURESHIPS IN ART, COMPUTER STUDIES AND PSYCHOLOGY

Applications are invited for the following posts available from 1st September 1987. Salaries in range £8,595 to £15,873 according to qualifications and experience.

Application forms (state for which post) and further details from the Principal, Chester College, Cheyney Road, Chester CH1 4BJ. Applications for all posts to be returned by 31st January.

ART

Suitably qualified graduate to contribute to teaching in the B.A., and B.Ed. and In-Service courses. A strong commitment to the practical aspects of visual education, a particular specialism within fine art studies (please state), and an ability to see the wider significance of fine art in relation to craft and design education are required. Q.T. status desirable but not essential.

COMPUTER STUDIES (TWO POSTS)

Applicants for both posts should hold a degree in Computer Studies or a related discipline, and should be prepared to contribute to teaching in the B.A., B.Sc., B.Ed. and Diploma courses. A prerequisite for one of the posts is recent substantial experience in the use of microcomputers in schools, and for both posts commercial, industrial or research experience in computing would be an advantage.

PSYCHOLOGY

The person appointed should be able to contribute to the teaching of Psychology within the B.A. and B.Sc. Combined Subjects degree. Applicants should hold a good Honours degree in Psychology and should either hold a post-graduate qualification or have substantial research achievement. Research experience and an interest in experimental psychology and/or abnormal psychology will be required, whilst experience of teaching in higher education will be an advantage, as will computing experience.
(37943) 340026

**SOMERSET**
COUNTY COUNCIL
BRIDGWATER COLLEGE
Bridgwater
(TERTIARY COLLEGE)
MANAGEMENT TRAINER
(Please see under the Further Education for further details).
(36332) 340026

Slough College is the leading provider of Higher Education and Training in the Thames Valley. Over the past 25 years the College has won an enviable reputation based on the quality of its teaching resources and the relevance of its courses and services to the needs of industry and commerce.

**Flexible Learning Unit**

## Director
(HoD SCALE V)

## Deputy Director
**(Principal Lecturer)**

The College has been awarded funding to establish a unit for new delivery systems of education and training and now seeks experienced and dynamic staff for these permanent senior posts. The unit will build on the substantial amount of PICKUP and INTEK work already taking place.

**College Marketing Unit**

## Head of Marketing
**(Principal Lecturer)**

This is a new post for which the College seeks a skilled practitioner to implement the College marketing policy. Drive and enthusiasm should be backed up with experience in FE/HE and/or in a commercial marketing environment.

**Department of Accountancy and Business**

## Business Information Technology Course Leader
**(Principal Lecturer)**

The College wishes to recruit a course leader for the successful HND Business Information Technology course, one of the first four in the country to be approved by BTEC.

## Accountancy Senior Lecturer

The College is seeking a professionally qualified accountant to teach one of Taxation, Auditing or Management Accountancy on ACCA and ICMA courses up to the final professional level.

## Business Studies Lecturer II/Senior Lecturer

The College is seeking a suitably qualified person to teach Management Accounting and Systems on HND courses in Business Studies and Business Information Technology. A willingness to develop IT applications in both courses is sought.

**Department of Catering and Communication**

## Hotel and Catering Administration Prinicipal Lecturer

The College is seeking a person who will successfully combine teaching hotel and administration subjects with Divisional management duties.

**Department of Computing**

## Permanent or Temporary Posts

A number of posts is available at all levels for teachers on a range of BTEC HNC/D and BCS courses in the following areas:
Commercial Programming, Databases, Applications Software Packages (especially decision support systems), Quantitative Methods, Software Engineering. There is opportunity to be involved in R&D projects.
We would be particularly keen to hear from experienced teachers of Mathematics or Statistics who wish to retrain in Computing and IT.

**Department of Science and Technology**

## Electronic Engineering Lecturer II

An enthusiastic tutor is required to join a rapidly expanding Open Learning scheme to cover both analogue and digital principles. This is a one year contract which may be renewed.

For all the above posts applicants should have a relevant degree or equivalent professional qualification and experience, preferably with a teaching qualification and experience.

**Salary Scales (including area allowance)**

| | |
|---|---|
| Head of Department Grade V | £18,456-£20,463 |
| Principal Lecturer | £15,066-£18,870 |
| Senior Lecturer | £12,897-£16,155 |
| Lecturer II | £8,877-£13,938 |
| Lecturer I | £7,125-£12,147* |

*Progression to LII from maximum of LI

**For details and application forms please telephone Mrs Helen Choat on Slough (0753) 34585 Ext. 208 or write to:**

**The Vice-Principal, Slough College, Wellington Street, Slough SL1 1YG**

**The closing date for receipt of applications is 14 days after the appearance of this advertisement.**

An equal opportunities employer

# Slough College

# LECTURER — SCIENCE & TECHNOLOGY

...to teach Officers and Senior NCOs of the Royal Artillery, the Royal Air Force Regiment and Foreign and Commonwealth Services the basic techniques of Science and Technology.

You should normally have a degree or an equivalent qualification, in an appropriate subject. Although relevant teaching or lecturing experience would be an advantage, you must have experience of teaching ADP to at least 'O' level.

Salary £10,050-£15,975 (includes a pensionable allowance for the longer working year). Starting salary according to qualifications and experience.

For further details and an application form (to be returned by 4 February 1987) write to Civil Service Commission, Alencon Link, Basingstoke, Hants RG21 1JB, or telephone Basingstoke (0256) 468551 (answering service operates outside office hours). Please quote ref: G/7107.

The Civil Service is an equal opportunity employer

# ROYAL SCHOOL OF ARTILLERY

## COLLEGES OF HIGHER EDUCATION
continued

### WEST SUSSEX

WEST SUSSEX INSTITUTE OF HIGHER EDUCATION

(Incorporating Bishop Otter College, Chichester, and Bognor Regis College)

LECTURER II/SENIOR LECTURER IN PSYCHOLOGY OF SPORT AND PHYSICAL EDUCATION

(Burnham FE Scale, under review, £8,595 - £15,873 according to experience)

Required, preferably from 1st May 1987, an honours graduate with recent, successful school experience to assist in teaching on B.A. Sports Studies and B.Ed. secondary specialist Physical Education courses. Recent research experience and knowledge of current curriculum development in physical education desirable.

Further details and application forms from the Director's secretary, West Sussex Institute of Higher Education, The Dome, Bognor Regis College, Upper Bognor Road, Bognor Regis (Tel: (0243) 865581) to whom completed forms should be returned by 2nd February 1987.
(37800) 340026

### WEST SUSSEX

WEST SUSSEX INSTITUTE OF HIGHER EDUCATION

(Incorporating Bishop Otter College, Chichester, and Bognor Regis College)

LECTURER II/SENIOR LECTURER IN PSYCHOLOGY OF SPORT AND PHYSICAL EDUCATION

(Burnham FE Scale, under review, £8,595 - £15,873 according to experience)

Required, preferably from 1st May 1987, an honours graduate with recent, successful school experience to assist in teaching on B.A. Sports Studies and B.Ed. secondary specialist Physical Education courses. Recent research experience and knowledge of current curriculum development in physical education desirable.

Further details and application forms from the Director's secretary, West Sussex Institute and Higher Education, The Dome, Bognor Regis College, Upper Bognor Road, Bognor Regis (Tel: (0243) 865581) to whom completed forms should be returned by 2nd February 1987.
(37799) 340026

## Adult Education

### RICHMOND UPON THAMES

LONDON BOROUGH OF RICHMOND UPON THAMES

(An Equal Opportunities Employer)

RICHMOND ADULT AND COMMUNITY COLLEGE

LECTURER II IN MATHEMATICS

Salary: £8,595 - £13,656 plus £726 London Weighting

We need a competent and well qualified person to join the General and Liberal Studies Department as soon as possible. Good facilities, a dynamic hard-working enthusiast.

Application forms and further details from: Mrs A.M. Risman, B.A., M.Phil. The Principal, Richmond Adult and Community College, Clifden Centre, Clifden Road, Twickenham, Middlesex TW1 4LT (Tel: 01-891 5907).

Closing date for applications — 30th January 1987.
(36434) 220026

### AVON COUNTY

EDUCATION SERVICE
FILTON TECHNICAL COLLEGE
Filton Avenue, Bristol BS12 7AT
AREA ADULT EDUCATION OFFICER
(Senior Lecturer £12,615 - £14,820)
Applications are invited for this post, tenable from 1st May 1987, or earlier if possible, from persons with appropriate qualifications and organising experience, not necessarily only in Adult Education.
The College is responsible for Adult Education throughout North West Avon - in four comprehensive schools in the evenings, at various locations during the day and in the College itself. We intend to increase our provision during the day, particularly where the new initiatives proposed by the various funding agencies are concerned.
Further details and application form are available from The Principal at the above address. Please send s.a.e. and quote post reference no. 8687/1. Closing date for applications is 30th January. Interviews will be held on Thursday and Friday 19th and 20th February 1987.
Avon is an Equal Opportunities Employer. (37012) 380000

### LONDON EC4

WORKERS' EDUCATIONAL ASSOCIATION
East Midland District
FIELD OFFICER
Applications are invited for the post of Field Officer in East Leicestershire and South Nottinghamshire. Applicants must be able to show proven organising ability, as well as having had teaching experience in a subject(s) appropriate to adult education.
The salary scale is £7,104 to £13,131 (normal maximum) rising to £13,656 after 3 years on the normal maximum. The starting salary will depend on qualifications and experience but will not be above point 5 on the Grade 11 scale (£9,573).
Further particulars and application forms from the District Secretary, WEA East Midland District, 16 Shakespeare Street, Nottingham NG1 4GF.
Closing date - 2nd February 1987. (36356) 380000

### SOMERSET

COUNTY COUNCIL
BRIDGWATER COLLEGE
Bridgwater
(Tertiary College)
SENIOR LECTURER IN THE DEPARTMENT OF CONTINUING EDUCATION
(Please see under the Sixth Form & Tertiary section for further details).
(36336) 380000

### OLDHAM

METROPOLITAN BOROUGH OF OLDHAM

EDUCATION COMMITTEE

OLDHAM CENTRE FOR COMMUNITY EDUCATION

SENIOR LECTURER (TRAINING)

This new appointment will be responsible for the co-ordination and delivery of in-service training for the full and part-time staff of Oldham Centre for the Community Education. Experience in community and adult education and a proven record in training are essential.

Application forms/further details from the Director of Education (AD/FE/SLT) Old Town Hall, Middleton Road, Chadderton, Oldham OL9 6PP or telephone 061-678 4921, returnable to him by 30th January.

An Equal Opportunity Employer. (37482) 380000

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## ROLLE COLLEGE
Exmouth

## FACULTY OF TEACHER EDUCATION

Applications are invited for the following permanent post. The person appointed will be expected to contribute to initial and in-service courses. Successful primary school teaching experience is essential as are good academic qualifications in the appropriate subject. (Re-advertisement)

Appointment tenable from 1st September 1987.

## LECTURER II
## IN ENVIRONMENTAL AND SCIENTIFIC STUDIES
### WITH GEOGRAPHY

To contribute to interdisciplinary courses in Environmental and Scientific Studies and to the main subject course in Geography.

Salary for Lecturer II: £8,595 to £13,656 (Bar) to £14,820.

**Further details and application forms from the Secretary to the Principal, Rolle College, Exmouth, Devon EX8 2AT.**

(13860)

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# ALBSU
Adult Literacy & Basic Skills Unit

# Field Consultant

**Principal Officer Range £15,870-£18,555 per annum**
**Including London Weighting**

The Adult Literacy and Basic Skills Unit (ALBSU) wishes to recruit a Field Consultant to work as part of its small London based team. Candidates for this post should have significant experience of English as a Second Language work with adults in the UK, as well as a commitment to the development of basic education for adults in general.

ALBSU is the central focus for adult literacy and related basic communication skills work in England and Wales and is grant aided by the Department of Education and Science and the Welsh Office Education Department. ALBSU staff are based in London although a considerable amount of travelling throughout England and Wales is essential.

The successful applicant will be responsible for the development of ALBSU's work in relation to English as a Second Language provision for adults, as well as generally contributing to the work of the Unit.

Further particulars and application forms may be obtained from Alan Wells, Director, Adult Literacy and Basic Skills Unit, Kingsbourne House, 229/231 High Holborn, London WC1V 7DA. Telephone: 01-405-4017
Closing date for applications 31st January 1987

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## LA SAINTE UNION COLLEGE OF HIGHER EDUCATION
The Avenue, Southampton SO9 5HB
Tel: (0703) 228761

## LECTURER II IN THEOLOGY

required for September 1987. The successful applicant will have qualified teacher status and will be expected to teach Christian Doctrine (with emphasis on the modern period) in the BTh (Hons) and BEd (Hons) programmes. Ability to contribute to the general work of the Department will be necessary.

LII salary currently £8,595–£13,656.

**Applications to the Principal from whom further information can be obtained.**

**Closing date 9th February 1987.**

(00530)

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# BEDFORD COLLEGE
# of higher education

Applications are invited for the following posts:

- L1 ELECTRICAL ENGINEERING: (available immediately) for mainly electrical craft courses including electrical installations
- L1 ELECTRONICS: (available immediately) to teach practical and theoretical electronics on craft and technician programmes
- SL STAFF DEVELOPMENT OFFICER: (available from 1st April)
- SL DESIGN AND TECHNOLOGY: (available from 1st September) to actively develop design and technology teacher training courses especially a B.Ed.
- SL COMPUTING AND INFORMATION SYSTEMS: (available from 1st September) to teach, manage, market and develop advanced and non-advanced courses. Areas of expertise required include computer systems architecture, distributed information systems, business applications.

**Application forms and further details are available from the Personnel Officer, Bedford College of Higher Education, Mander Site, Cauldwell Street, Bedford MK42 9AH (tel. Bedford 45151), to whom they should be returned by Monday 2nd February 1987.**

*Bedfordshire is an Equal Opportunities Employer.*
*Applications from people of afro-caribbean and asian origins are particularly welcome, since they are currently under-represented in the college. All candidates should have a commitment to the college and Authority multi-racial policy.*

(03183)

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DEPARTMENT OF HEALTH AND SOCIAL SECURITY

## GLENTHORNE YOUTH TREATMENT CENTRE BIRMINGHAM

## TEACHER/GROUPWORKERS

There are vacancies for qualified teachers with experience of working with disordered young people.

The Glenthorne Youth Treatment Centre is run by DHSS as a national resource for children in the care of local authorities and young offenders convicted under Section 53 of the Children and Young Persons Act. Those young people have a history of disordered behaviour although the Centre does not receive those with serious psychiatric illness. Specialised and intensive treatment is offered in a residentially secure setting to boys and girls who cannot be held elsewhere and to work towards a return to their homes or to independent living.

**GROUPWORKER:** Direct care and education is provided by qualified "groupworkers" drawn from the Social Work, teaching and nursing professions, working across their normal disciplines under the direction of a team leader. Psychologists, psychiatrists, studies supervisors and other specialists contribute to the treatment programmes and to staff support.

**OUTLINE DUTIES:** Supervising and caring for young people in the Centre, implementing assessment procedures and treatment programmes. Participating in meetings and planning individual programmes. Implementing prescribed security procedures. Administering tasks, such as data collection, reports, liaison with other staff at the centre. Attending training programmes and teaching sessions. Supervising new staff and students as required.

Treatment is based on behavioural/social learning principles in settings which include 3 secure units and an open unit. A family placement scheme run by Barnardos provides placements for some young people on leaving Glenthorne. Staff are seconded to the one year part-time course leading to the Diploma in Social Learning Theory and practice at Leicester University. Knowledge and experience of behavioural methods is desirable but in-service training is provided.

**QUALIFICATIONS:** Applicants must hold Certificate of Education or BEd or MEd.

**SALARIES AND ALLOWANCES:** £8,423 – £9,804 per annum plus extraneous duty allowance of £2,458 per annum, teaching allowance of £1,272 per annum and leave supplement of £... £1,093 per annum. A Youth Treatment Centre Allowance of £... pa.

**HEALTH REQUIREMENT:** Successful candidates will be required to undergo a medical examination before appointment.

**APPLICATION:** Prospective candidates are strongly advised to visit the centre and discuss the work. Suggested times for visits be forwarded with application forms.

**For detailed job description and application forms please write to: Miss J Nelson, Department of Health and Social Security, Personnel Management Division 2, Room A..., Alexander Fleming House, Elephant and Castle, London SE1 6BY. Telephone: 01-407 5522 Ext. 7610 or 7683. Closing date 9 February 1987.**

*The Civil Service is an Equal Opportunities Employer.*

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DEPARTMENT OF ART

## LECTURER GRADE II IN ART

the College of Ripon & York St John

(£8,595 to £13,656)

Applications are invited from suitably qualified and experienced candidates with successful teaching experience at Primary level for the following post in this Church of England Voluntary College of Higher Education (2000 men and women). The person appointed will be expected to make a substantial contribution to the B.Ed and BA/BSc. Honours degree programmes.

A specialist strength in PRINTMAKING and related two dimensional studies is required together with a specific interest in the teaching of art in Primary Education and the training of teachers.

An energetic approach to developing the specialism is looked for, as well as the readiness to contribute to other aspects of the work of the department.

The appointment will date from the beginning of the summer term.

Further details and application forms may be obtained from the Personnel Officer, The College of Ripon and York St. John, Lord Mayor's Walk, York YO3 7EX to whom completed forms should be returned to arrive not later than 26th January 1987.

(02112)

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## LA SAINTE UNION COLLEGE OF HIGHER EDUCATION
The Avenue, Southampton.
SO9 5HB
Tel: (0703) 228761

## LECTURER II in ART

required for September 1987. Applications are invited from qualified teachers who have a degree in Fine Art with painting as their specialism to teach Art in the BEd, PGCE and in-service courses. Experience in primary school teaching would be an advantage. LII salary currently £8,595 – £13,656.

**Applications to the Principal from whom further details can be obtained.**

**Closing date 9 February 1987.**

(00529)

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## Youth and Community Service

### CAMBRIDGESHIRE

BURWELL COMMUNITY PRIMARY SCHOOL
The Causeway, Burwell, Cambs. CB5 0DX

Required from Easter 1987, SENIOR COMMUNITY EDUCATION TUTOR, Lecturer II. This is a temporary post for one year in the first instance.

A person with enthusiasm and drive is sought to take responsibility for the development of youth worker within this community and liaison with adjacent areas as well as maintaining a high standard in the production and presentation of an adult programme.

Application form and further details from the Headteacher (s.a.e. please).

Closing date 30th January. (37892) 440000

### HAMPSHIRE

CRICKLADE COLLEGE
Andover
YOUTH AND COMMUNITY COORDINATOR - LECTURER II
£8,595 - £13,656
Required for Summer Term 1987, suitably qualified person for the full-time post of Youth and Community Education Coordinator.
Candidates should have a wide experience in the field of youth and community work. The post entails responsibility for all local authority youth work within the Institute together with a support role for the area's voluntary youth and community activities.
Further details and application forms available from: The Principal, Cricklade College, Charlton Road, Andover, Hants. SP10 1EJ. (Tel: Andover 63311). (37205) 440000

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# Lancashire County Council
AN EQUAL OPPORTUNITY EMPLOYER

*Re-advertisement*

**DISTRICT YOUTH SERVICE**

Required as soon as possible

**Scale JNC Range 3 (points 1–5)**

## QUALIFIED YOUTH WORKER

**TO BE SECONDED TO WORK WITH THE LIVERPOOL ARCHDIOCESE YOUTH SERVICE IN THE CHORLEY DISTRICT**

This is a temporary post until 31st January, 1989.

**Forms/further details from/to Mr A J Drainey, District Youth Officer, Community Centre, 55 Union Street, Chorley (SAE please).**

(03123)

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### HUMBERSIDE

COUNTY COUNCIL
YOUTH SERVICE
FULL-TIME VACANCIES
Applications are invited from suitably qualified men and women for the following full-time posts within the County of Humberside.
The posts have become available due to a substantial growth within the service and also a number of internal promotions. Humberside Youth Service has a comprehensive staff development policy enjoyed by the current staff.
HULL:
SPRING COTTAGE YOUTH CENTRE - Youth Worker in Charge, JNC 3 (Points 4-8)
BRANSHOLME YOUTH CENTRE - Deputy Youth Worker, JNC 2
KINGSTON YOUTH CENTRE - Deputy Youth Worker (Physical Activities), JNC 2
KINGSTON YOUTH CENTRE - Deputy Youth Worker (General Activities), JNC 2
SIT LEO SCHULTZ YOUTH CENTRE - Deputy Youth Worker, JNC 2.
NORTH HUMBERSIDE (RURAL):
HORNSEA YOUTH CENTRE - Youth Worker in Charge, JNC (Points 2-6)
COTTINGHAM YOUTH CENTRE - Deputy Youth Worker, JNC 2.
GRIMSBY:
NUNSTHORPE YOUTH CENTRE - Youth Worker in Charge, JNC 3 (Points 3-7).
SCUNTHORPE:
RIDDINGS YOUTH CENTRE - Deputy Youth Worker, JNC 2.
Application forms and further details are obtainable, upon receipt of a stamped addressed envelope, from the Director of Education (HQ Staffing), County Hall, Beverley, North Humberside HU17 9BA to whom completed forms should be returned no later than 30th January, 1987.
Humberside County Council is an Equal Opportunity Employer. (37741) 440000

### LEEDS

LEEDS Y.M.C.A.
YOUTH AND COMMUNITY WORKER
HAWKSWORTH WOOD Y.M.C.A. (GRADE 2)
Experienced/qualified worker with Christian Conviction required for new family centre in area of Need.
For information apply: General Secretary, Leeds Y.M.C.A., Otley Road, Lawnswood, Leeds LS16 6AY. (46274) 440000

### SOMERSET

COUNTY COUNCIL
KINGS OF WESSEX COMMUNITY UPPER SCHOOL
Cheddar
COMMUNITY TUTOR, SCALE 3
(For further details please see under the Somerset County Council composite advertisement on Page 71).
(36330) 440000

### SOUTH TYNESIDE

BOROUGH OF SOUTH TYNESIDE
South Tyneside is an Equal Opportunities Employer and applicants are considered only on the basis of suitability for the job
EDUCATION DEPARTMENT
YOUTH AND COMMUNITY SERVICE
DETCHED YOUTH WORKERS
(2 Posts)
J.N.C. 2 £7,416 - £9,309 p.a.
Applications are invited from suitably qualified and experienced persons for the above posts. The two postholders who will be responsible to the Authority's Principal Youth and Community Officer will be base at the Ocean Road Community Centre and be employed in the Town Centre Area of South Shields.
The successful candidate will be required to identify and communicate with young people at risk, devise schemes of work to meet identified needs and provide a counselling service.
The appointments will be for a 3 year period to correspond with the period of the funding.
Application forms can be obtained from the Chief Personnel and Management Services Officer, Westoe Hall, Westoe Village, South Shields, Tyne and Wear. (Tel: Tyneside 4554968) and should be returned by NOON on 30th January 1987. (36354) 440000

### WALES

GENERAL SECRETARY
Required by the Welsh Association of Youth Clubs from 1st July, 1987, when present holder of the post retires.
Applications invited for this senior appointment from qualified youth workers with proven full-time experience. Practical knowledge of administration and accounts desirable, plus ability to lead a highly effective staff team.
Soulbury Youth and Community Officers Scale (Main Range).
Closing date for applications - 31st January, 1987.
Application forms and job description from General Secretary, W.A.Y.C., 3rd Floor, Andrews Buildings, 67 Queen Street, Cardiff CF1 4AW. (36681) 440000

### WARWICKSHIRE

COMMUNITY ACTIVITIES OFFICER (£8,391 - £9,216 p.a.)
Required to manage playschemes; develop community, recreation and leadership schemes; and assist with the promotion of special events.
Application forms (returnable by 30th January 1987) are available from the Personnel Section, Nuneaton and Bedworth Borough Council, Council House, Nuneaton. Tel: 0203 376212 (24 hour answering service). (36622) 440000

### WEST SUSSEX

RYDON COMMUNITY SCHOOL
Storrington
COMMUNITY TUTOR
Salary: Scale 3
Required April 1987 at this growing rural 10-13 intermediate deemed Secondary, mixed Comprehensive Community School, COMMUNITY TUTOR (Head of Continuing Education Department) at this growing rural Community School.
The Community Tutor has responsibility for Adult Education and Youth work in the catchment area plus a small teaching commitment in the school and is a member of the senior management team of the school, directly responsible to the Headmaster. Scale 3 post available for suitably qualified and experienced candidate. Closing date 6 February 1987.
Apply to Mr M.C.B. Perfitt, Headmaster, Rydon Community School, Rock Road, Storrington, West Sussex RH20 3AA for application form and further details (s.a.f.e. please).
Re-advertisement - previous applicants will be considered & need not re-apply.
(36326) 440000

## Overseas Appointments

### CHRISTIAN TEACHERS

FOR AFRICA
To teach Biology, Chemistry, Agriculture, TESL, Arts and Commercial Subjects in Secondary Schools. Secondary teacher of the blind and Carpentry instructors also needed.
Volunteer terms - two year contracts - air fares, preparation course, insurance and overseas allowance provided.
Apply to: Volunteer Missionary Movement, Shenley Lane, London Colney, St. Albans, Herts. AL2 1AR. Tel: Bowmansgreen (0727) 24853.
(17282) 460000

### ARGENTINA

ST. HILDA'S COLLEGE
Buenos Aires

Co-educational suburban day school (440 or) seeks for Easter 1987 or earlier if possible:

1) Biology to A level, some Maths to pre O.

2) Maths to A level, hopefully some Economics.

This is a long-established school of considerable reputation. Candidates should be well-qualified and experienced. Benefits include free passages, furnished accommodation, medical care. Interviews London early February.

Please send CV and 2 referees to Miss D. Heard, Gabbitas-Thring Recruitment, 6-8 Sackville Street, London W1X 2BR. Tel: (01) 734 0161. (37175) 460000

### CHILE

CRAIG HOUSE SCHOOL
Santiago

Long established co-educational school seeks a DEPUTY HEAD (ACADEMIC) for the Senior School (12-18). Candidates should be qualified with good teaching and administrative experience. Ideally they should be able to teach English and have some knowledge of IB but these are not essential.

Salary based on Burnham Scale III. Usual benefits fares, housing, etc. Three contract from Easter or Summer 1987.

Please send CV and two referees to: Miss D. Heard, Gabbitas-Thring Recruitment, 6, 7 & 8 Sackville Street, London W1X 2BR. Tel: 01-734 0161.
(36669) 460000

### FRANCE

Qualified English Teacher (R.S.A., T.E.F.L.)
Required immediately for language School, Mulhouse, Alsace.
For further information Tel: 89-56-54-92 or send c.v. to English Lang. Centre, 9 Rue Louis Pasteur 68100 Mulhouse. (37476) 460000

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## Youth and Community Worker

**£9,054-£10,122**
Required at Fairview Youth and Community Centre, Reading to make contact with young people in the 14-21 age range, to establish their social educational needs and to plan and implement programmes to meet those needs. Candidates should be qualified Youth and Community Workers or teachers with youth work experience who have the ability to work within and relate to a multi-cultural community and to ensure effective management and administration of the centre. The successful candidate will require initiative, drive and an imaginative approach to work with young people, together with the ability to supervise, support and develop voluntary and part time paid staff.
Comprehensive In-Service training and personal supervision. Removal expenses in approved cases.
For informal discussion telephone Maggie Startup, District Youth and Community Officer on Reading 587260.
**Application form and job specification from Director of Education (YCS), Education Department, Shire Hall, Shinfield Park, Reading RG2 9XE. (SAE PLEASE)**

**Closing date 2nd February.**
***An Equal Opportunity Employer***

**Royal County of Berkshire**

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## DUDLEY METROPOLITAN BOROUGH
(Equal Opportunity Employer)

## Detached Youth Worker (Dudley Town Centre)

£10,401-£13,029 – Dudley is changing and we are looking for staff who want to work for change with us. You will need to be committed, caring and sensitive to the needs of young people. In return you will receive support, supervision and training.

Are you interested in being responsible for the setting up of a new town centre detached youth work project? If so, then write for an application form and job details to The Principal Community Development Officer, Community Development Unit, 7a Parsons Street, Dudley DY1 1JJ.

As part of our equal opportunities policy, we are intent on creating a good balance within the Unit, so women, black people and people with disabilities are particularly urged to apply. For an informal chat, please ring Stan Tucker on Dudley 55433, ext. 4371. Completed application forms should be returned by 3rd February.

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THE DIOCESE OF HEREFORD
wishes to appoint

A full-time

## Diocesan Youth Officer

as a member of a lively education team to develop work with young people (11-25) across the parishes and Deaneries in Herefordshire and South Shropshire.

The post is open to committed Christians, ordained or lay, who are C.E. communicants and have experience of work with young people.

Further details from:
The Director of Education,
The Diocesan Office,
The Palace, Hereford HR4 9BL.
Telephone: 0432 53863
Closing date: 13th February

(03104)

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BMB
BOLTON METROPOLITAN BOROUGH

## SENIOR YOUTH WORKER
(BOLTON YOUTH WORKSHOP)

JNC Range 3 (pts 4-8)
**£9,327/£10,470**

Applications for the above post are invited from qualified and experienced Youth and Community Workers or Teachers with Youth and Community Work experience. The appointee will be responsible for the day and evening organisation of groups associated with the Workshop. He/she will have a major role to play in the provision of informal social/craft and educational experiences to the 16-19 age range both within the workshop and the wider community. There is a particular brief to work with those who have rejected formal provision. Informal enquiries can be made by contacting Mr. D. Alders, Senior Youth Service Officer, tel 22311 Ext. 2141 or Mr. B. Howcroft, Youth Officer, Ext. 2142.

**Application forms and further details are avilable from the Personnel Officer, Personnel Services, Town Hall, Bolton BL1 1RU (Tel. Bolton 391632) to whom same should be returned by 26th January, 1987. Registered Disabled Persons are invited to apply. Trade Union Membership is a condition of service.**

*An Equal Opportunity Employer*

(03170)

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## SOUTHWARK DIOCESAN BOARD OF EDUCATION

## YOUTH ADVISER
(With responsibility for 10-15 years)

A suitably qualified person is required to fill a vacancy in an existing, large Diocesan Team with specific responsibility for work with children (10-15 years) and their leaders. We seek someone talented, innovative and energetic.
Salary: JNC Scale (Range 4: £10,401 – £13,029 p.a. + L.A.) according to qualifications and experience.

**Further particulars and application form from: The Director of Education, Southwark Diocesan Board of Education, 48 Union Street, London, SE1 1TD.
(tel: 01-407 7911)
Closing date for application: January 30th. 1987.**

(02164)

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**Taunton - Halcon Family Centre**

## *Project Leader*

A person with appropriate qualifications and experience is required to lead the work of this Family Centre, which is a part of NCH's community outreach.
The Centre primarily offers a flexible resource to meet the needs of the local community, through the promotion and development of activities and facilities for children, young people and families. The Project Leader will work in close liaison with the local authority and other agencies in the area.
Salary: S.W. Level 1/11 £7,311 - £9,834.
**NCH is a Christian-based organisation.**
**For job description and application form please apply to Margaret Wilkins, NCH, Holmwood, Channells Hill, Westbury on Trym, Bristol. Tel: Bristol 508886. For further information apply to Bert Lee on the same number.**
**Closing date - 27th January 1987.**

NCH

## United World College of South East Asia Singapore

The United World College of South East Asia offers a secondary education to boys and girls of all nationalities, boarding and day students, in the age range 11-18. There are 86 teaching staff and 1300 students in the College. Academic courses lead to G.C.S.E. and the International Baccalaureate (I.B.). The College is committed to the ideals of the UWC movement, promoting a broad curriculum, involving service to the community and an adventurous range of extra-mural activities. A two-week annual Arts Festival holds a leading place in the College calendar. Good facilities and well-motivated students provide an excellent working environment while Singapore offers modern living conditions for staff and families. Initial contracts are for four years with leave after two, though there is the option to reduce to three years without leave. Many teachers are invited to renew or extend their contracts.

Applications are invited from experienced and qualified teachers of all nationalities for the following posts which will fall vacant from September 1987:

1. **Head of English Faculty:** A graduate with proven skill at this level is required to lead a team of fourteen teachers which includes an ESL department of four. A flexible but clear-sighted approach is essential to cope with the demands of an international student population. Experience at I.B. or G.C.S.E. level is essential, though the former would be preferred.
2. **Head of Computer Studies:** Experienced teacher to take charge of the development and utilisation of computer software and hardware throughout the College. Preference will be given to candidates who can demonstrate high and low level programming ability, expertise in circuit design and who are prepared to advise on computer-assisted learning in Humanities and CDT courses. Applications for this post alone or together with posts (4) or (7) will be considered.
3. **Head of Junior Humanities:** An experienced lower secondary school teacher is required to coordinate a team of teachers teaching an integrated History/Geography course in the first two years of the College curriculum. The successful candidate will also be expected to offer either History or Geography teaching up to G.C.S.E.
4. **Teacher of Physics** to G.C.S.E. or I.B. level. Experience in the use of computers in the teaching of Physics will be an advantage.
5. **Teacher of Economics** Up to I.B. level ('A' level equivalent). Successful candidate will be expected to teach some Lower School History or Geography and Economics to G.C.S.E. in Middle School.
6. **Teacher of History** for full secondary age-range including a significant amount of Sixth Form teaching. 'O' level/G.C.S.E. and 'A' level (or I.B.) teaching experience essential. Some experience of 19th and 20th century world history an advantage, but not essential.
7. **Teacher of Mathematics** to G.C.S.E. and I.B. levels. Experience in the use of computers in Maths teaching an advantage but not essential.
8. **E.S.L. Teacher** with experience of working in an international context providing courses to G.C.S.E. and I.B. level and supporting ESL students in the curriculum. Some mainstream interest or experience would be an advantage.
9. **Mainstream English Teacher** up to I.B. level. Applicants with specialist interest such as literature in the Sixth, computers and remedial/slow learner provision are particularly invited.
10. **Teacher of German** as a foreign language to G.C.S.E. and to native speakers at I.B. level.
11. **Teacher of French and/or German** with experience in providing courses in European Studies to G.C.S.E.
12. **Teacher of Dutch** to MAVO/HAVO at 16+ and I.B.
13. **Teacher of Spanish** to I.B. level and French or German to G.C.S.E.
14. **Assistant Housemaster** (2 Posts) could be available to successful applicants for any of the above posts (married couples only) with boarding experience.

**Notes:**

(a) Responsibility Allowances are available in most of these posts for suitably experienced candidates.

(b) The College is interested in teachers who, in addition to their main teaching discipline, can offer experience in outdoor pursuits or artistic endeavours and a commitment to some form of social service.

Letters of application, clearly designating the post, with a detailed curriculum vitae and names of two referees should be sent to:

The Headmaster,
United World College of South East Asia
Pasir Panjang P.O. Box 15
Singapore 9111

to arrive not later than 31st January, 1987. Information about the College, the posts themselves and conditions of service will be sent to candidates selected for interview. Interviews will be held in London, Washington, the Hague and Singapore in mid-February. (11721)

## OVERSEAS POSTS
continued

### EUROPE/USA
1987/88
Modern language teachers are invited to apply for post-to-post exchanges of between 6 weeks and 1 year in: Austria, Belgium, France, FRG, Spain, Switzerland, USSR.

Teachers/lecturers of all subjects are invited to apply for post-to-post exchanges in the USA for 1 year (minimum 4 years experience).

A living allowance and travel grant are payable to participants in addition to normal salary.

For details write to Central Bureau, (TES), Seymour Mews House, Seymour Mews, London W1H 9PE. Tel: 01-486 5101, Ext. 274. (36413) 460000

### JAPAN & QATAR
The Bell Educational Trust is recruiting teachers of English as a Foreign Language to work on short contracts at an Industrial Training Centre in Qatar and on 2 year contracts at a new Language Centre in Japan and at other locations in the Far East.

Minimum qualifications for all posts: A Degree, an R.S.A. Dip. in T.E.F.L. or R.S.A. C.E. T.E.F.L. and at least 3 years experience, ideally some overseas.

Attractive salaries, conditions of service and benefits attached to all posts.

For further details please write to the address below enclosing a full c.v. and the names of two referees, one of whom must have been your most recent employer, and a recent photograph of yourself.

Mr Lewis Kerr, The Bell Educational Trust, Overseas Division, The Lodge, Red Cross Lane, Cambridge, CB2 2QX. (36629) 460000

## ASSISTANT OR ASSOCIATE PROFESSOR OF MATHEMATICS EDUCATION

**UNIVERSITY OF HAWAII**
**College of Education**
**CURRICULUM RESEARCH AND DEVELOPMENT GROUP**

The Curriculum Research and Development Group (CRDG) is an organized research unit of the University of Hawaii at Manoa (Honolulu) associated with the College of Education. The CRDG conducts research and development in the subject areas and concerns of the school curriculum, publishes student and related professional materials, provides training services to Hawaii's schools, and operates a K-12 Laboratory School.

Applications are invited for a tenure track position. This is a full-time, state general fund, 11-month appointment to begin on July 1, 1987, or later by arrangement. DUTIES: Conduct research and development activities in the broad field of mathematics education; teach one or two experimental classes at the University Laboratory School; and teach university workshops and courses as assigned. MINIMUM QUALIFICATIONS FOR ASSISTANT PROFESSOR: Earned doctorate in mathematics education or equivalent, and three years experience in research, curriculum development, and publications in mathematics education. MINIMUM QUALIFICATIONS FOR ASSOCIATE PROFESSOR: Earned doctorate in mathematics education or equivalent, and at least four years' of full-time experience at the rank of assistant professor. Evidence of ability and commitment to engage in scholarly activities including research, able to qualify for Graduate Faculty appointment, and ability to maintain effective working relationship with students, faculty and staff. DESIRABLE QUALIFICATIONS FOR ASSISTANT AND ASSOCIATE PROFESSOR: Interest in mathematics education at elementary and secondary levels; teaching experience at the elementary or secondary levels; teaching courses in mathematics education at the graduate level. Annual salary range for Assistant Professor: $26,592 to $39,360. Annual salary range for Associate Professor: $33,648 to $49,812. Rank and grade within rank will be determined by experience and accomplishment. Submit letter of application, curriculum vita, graduate transcripts or summary of study, copies of selected publications, and names of five references to Dr. Arthur R. King, Jr., Director, Curriculum Research and Development Group, College of Education, University of Hawaii, 1776 University Avenue, Honolulu, Hawaii 96822 no later than April 30, 1987. Inquiries can be made to Dr. Sidney Rachlin, phone (808) 948-6216.

AN AFFIRMATIVE ACTION, EQUAL OPPORTUNITY EMPLOYER (10543)

## GOVERNMENT OF THE CAYMAN ISLANDS

The Public Service Commissioners invite applications from qualified teachers of proven ability, with appropriate qualifications, for the following posts, to be filled in September 1987.

Graduates with postgraduate qualifications will normally be required, but teachers holding a BEd degree with specialisation in the appropriate field will be considered. All candidates should be totally conversant with GCSE developments.

A minimum of five years successful experience will be required. Entry points to scales will be determined by qualifications and experience up to a maximum of ten years.

Salary scales: Grade 1 C$14,328–C$22,116
Grade 2 C$16,092–C$23,436
Grade 3 C$18,072–C$25,584

There is no income tax in the Cayman Islands. C$1 = US$1.2. Relationship to Pound Sterling varies with the US Dollar exchange rate.

Vacancies will occur at CAYMAN BRAC HIGH SCHOOL in:

**Grade 3, DIRECTOR OF STUDIES**
A well qualified graduate of wide experience is sought for the management post.

**Grade 2, ENGLISH SPECIALIST**
To continue a successful examination programme. The chosen applicant will be expected to take responsibility for the LIBRARY and to assist with DRAMA and SOCIAL EDUCATION studies.

**Grade 2, SCIENCE SPECIALIST**
(Physics, Chemistry, Biology), with a proven examination record. Ability to help in the MATHS/COMPUTER STUDIES department would be a strong recommendation.

**Grade 1, SPANISH**
To teach Spanish throughout the school, and a willingness to contribute in GENERAL SUBJECTS in the lower forms especially MUSIC.

**Grade 1, ART**
Art teacher to develop this popular subject to a department which has a good examination record. It would be expected that the chosen applicant will maintain a high level of extra-curricular activity and contribute to the various art festivals.

**Grade 1, HUMANITIES**
A teacher of Humanities combination, with a commitment to support the established pastoral/counselling programme. A teacher with British Middle School background, interested in the slow learner and able to devise appropriate courses in this specialist field, is preferred.

**Grade 1, BUSINESS STUDIES TEACHER**
*Ability to offer Accounts, Commerce and Typing to examination level.*

Cayman Brac High is a mixed comprehensive school, enrolment not exceeding 200 students, and is a centre for British GCE, GCSE and Pitman examinations. It is located on an attractive campus facing the sea, benefitting from the provision of considerable Government resources, excellent working conditions, generous staff/student ratios; with all posts offering the chance to contribute to a well-established educational system. It is intended to appoint teachers who are versatile, flexible and willing to engage in a variety of sporting and other extra-curricular activities.

All appointments will be for two years in the first instance, but may be extended by mutual agreement.

Application forms, further particulars of posts, and notes on conditions of service, including housing, medical benefits, leave and baggage entitlements, are available on request from: The Cayman Islands Government Representative, Hambleton House, 17B Curzon St., London W1Y 7FE. Tel: 01-408 2482.

Applications should be completed and returned by 6th February 1987. Interviews for short-listed candidates will be held in London in March/April. (11772)

## Seychelles

## Teachers

The Ministry of Education and Information require the services of teachers for students at the Seychelles Polytechnic in the disciplines as shown below:

* Business Studies
* English to Engineering/Construction Craft Students
* Technical English/French to Engineering/Construction Craft Students
* Psychology/Careers Guidance
* Tailoring/Dressmaking
* Methods Instructor for Technical Subjects (Co-Ordinator for Technical Teacher Training).
* Maths/Computer Science
* Geography/History

Term of engagement is for a period of two years residential service with benefits. Closing date for applications is 30th January 1987.

For further information, full terms and conditions of service and an application form, please telephone Tracy Millwood on 01-834 3644 Ext 4019 or write to:

Crown Agents

The Crown Agents for Overseas Governments & Administrations, Recruitment Division, 52 Grosvenor Gardens, Victoria, London SW1W 0AX.

## LATIFA SCHOOL FOR GIRLS
formerly Rashid School for Girls
Dubai

Lively and enthusiastic single women teachers with good qualifications and experience required in September 1987 for this expanding school.

**Head of Physics:** to share teaching of Junior Science and to be responsible for A level Physics.

**Head of Chemistry:** to share teaching of Junior Science and to be responsible for A level Chemistry.

**Head of History:** to share teaching of Junior Humanities and to share teaching of History throughout the school, with responsibility for organising the History Department.

**Head of French:** to share teaching of Junior French and to be responsible for A level French.

**Head of English:** to share the teaching of language and literature throughout the school.

**Head of Biology:** to share the teaching of Junior Science and be responsible for 'A' level biology.

**English Teacher:** to share teaching of English language and literature through the school.

**Mathematics Teacher:** to share teaching of Mathematics through the school; with particular responsibility for applied Mathematics at A level.

**Instrumental Music Teacher,** preferably specialising in piano, with ability to teach also flute or a stringed instrument.

Excellent facilities and conditions of service, including free accommodation, annual home leave and tax-free salary normally one third higher than U.K. scale.

For further details write to:
Miss J. Mundy,
Flat 10, Broomgrove Hall,
9 Broomgrove Road,
Sheffield 10, U.K.
Please enclose 9" × 6" self-addressed envelope.
Interviews in London, 26th February–6th March.
Closing date for applications, 6th February.



## OVERSEAS POSTS
continued

### GREECE
Experienced EFL teachers, University or College graduates are required.

One-year or longer-term contracts.

Please send C.V.-photo-graphic copies to: S.G. Strategakis, 24 Prox. Koro-neiki St., 546 22 Thessaloniki, Greece. (37545) 460000

### KUWAIT
Kindergarten, Infant and Junior Teachers required for an established English Medium School.

Free accommodation, passage, tax free salary and other benefits.

Please send curriculum vitae, recent photograph and contact telephone number of self and referees to: The Director, Flat 2, Ivory House, St Katharines Dock, London. (30450) 460000

### FRANCE
LYCEE POLYVALENT INTERNATIONAL
Toulouse
Wanted for September 1987, an experienced and enthusiastic teacher of English to work with English-speaking pupils of this recently opened International Secondary School. A working knowledge of French is necessary. A Scale II is offered for this post with a 20% cost of living allowance.

To apply and for further details please write enclosing a full C.V. to: Bill Ford, Airbus Liaison Executive, British Aerospace plc, Civil Aircraft Division, P.O. Box 77, Filton House, Bristol BS99 7AR. (36585) 460000

### ISTANBUL
PRESTIGE PRIVATE HIGH SCHOOL
Requires qualified teachers of English, Maths and Sciences for 1987/88 Academic Year.

Applications from U.K. Passport holders marked 'Private and Confidential' should include C.V., Photocopies of qualifications and recent Passport sized photograph to:- Mr Rae Asbury, 180 Perry Hill, London SE6 4EZ. Interviews will be held in London from 26/1/87 to 7/2/87. (36689) 460000

### FRANCE
BRITISH SECTION
LYCEE INTERNATIONAL
St Germain en Laye
SECONDARY ENGLISH (Scale 3)

The Lycee is a highly-regarded French state school catering for Bilingual children. Pupils learn mainly in French but also receive at least six hours' weekly instruction in another language given by one of the nine national sections.

The British Section (370 pupils on roll), which prepares pupils for both British and International examinations, seeks a secondary English teacher for September 1987 to work in a small but active department. The post includes prime responsibility for Drama. The successful candidate will hold a good honours degree and will have experience of 'O' and 'A' level teaching. Fluency in French will be an advantage but not an essential qualification. The Section's salary scales are well above Burnham Levels. The contract would initially be for three years, renewable.

Further details from the Headmaster, British Section, Lycee International, PO Box 320, 78104, St. Germain en Laye, France, to whom a full c.v., contact telephone number and the names, addresses and phone numbers of two referees should be sent by 31st January. (37048) 460000

## RASHID SCHOOL FOR BOYS

P.O. Box 2861 Dubai United Arab Emirates

APPLICATIONS ARE INVITED FOR NEW POSTS COMMENCING IN SEPTEMBER 1987

**DIRECTOR OF ADDITIONAL ACTIVITIES**
To be coupled with one of the teaching posts below

**CAREERS ADVISER**
To be coupled with one of the teaching posts below, preferably with IT/Business Studies

**Heads of Subjects**
3-year Contract, renewable
ENGLISH FRENCH GEOGRAPHY CHEMISTRY BIOLOGY

**Assistant Teachers**
2-year Contract, renewable
ARABIC ENGLISH MATHEMATICS CDT
SOCIAL STUDIES (1 post – Western and Whole World)
SOCIAL STUDIES (2 posts – Islam/Arabic History, Geography)
ISLAMIC (RELIGION) STUDIES
IT/BUSINESS STUDIES PRIMARY/ESL

**LIBRARIAN/HEAD OF MEDIA RESOURCES**

**AUDIO VISUAL AND MEDIA RESOURCES TECHNICIAN**

The Rashid School for Boys is a private, Government funded, English Medium, Secondary day School for Arab and non-Arab boys. It opened in September 1986 in generously proportioned, well designed and extremely well equipped buildings within beautiful landscaped settings.

**TAX FREE SALARIES SUBSTANTIALLY ABOVE U.K. EQUIVALENT**

Expatriate staff recruited outside of Dubai receive free furnished air-conditioned accommodation, medical treatment, air passage on taking up appointment and for annual home leave, substantial help with school fees for children and a terminal gratuity.

PACES INTERNATIONAL CONSULTANTS

For further details and application forms for those working in Europe, send A4-size stamped addressed envelope, STATING CLEARLY WHICH POST/S INTEREST/S YOU, to Department R2, PACES, 6b Eccleston Gardens, St Helens, WA10 3BN, UK.

Others working elsewhere, should send full applications, airmail direct to the Headmaster in Dubai.

Closing date for all applicants is 7 February 1987. (13890)

## King Fahd University of Petroleum & Minerals

**DHAHRAN, SAUDI ARABIA**

## ENGLISH LANGUAGE CENTRE

Since 1963 the E.L.C. has been responsible for preparing approximately 1,000 – 1,400 male students per year for study in all-English-medium technical courses leading to the B.S. degree in science, engineering or management. The Centre currently employs some 70 teachers (British, American, Canadian, Australasian and Irish) and is expected to expand. The programme is biased towards English for academic purposes. Well-equipped language labs, 5 audio-visual studios and 60 IBM PCs for CALL use form part of the technical equipment available.

We have opportunities for well-qualified, committed and experienced teachers of English as a foreign language as of September 1987. Applicants should be willing to teach in a structured, intensive programme which is continually evolving and to which they are encouraged to contribute ideas and materials.

QUALIFICATIONS: M.A. in TEFL/TESL or Applied Linguistics OR a one year, FULL-TIME postgraduate diploma in TEFL or TESL from a recognised university.

EXPERIENCE: Minimum two years' teaching experience in TEFL/TESL overseas.

STARTING SALARY: Competitive salaries depending on qualifications and experience. Details at interview time. Salaries free of Saudi taxes.

ADDITIONAL BENEFITS
1. All appointments are either single or married status.
2. Rent-free, air-conditioned furnished accommodation. All utilities provided.
3. Gratuity of one month's salary for each year worked, payable on completion of final contract.
4. Two months' paid summer leave each year.
5. Attractive educational assistance grants for school-age dependent children.
6. Transportation allowance.
7. Possibility of selection for University's ongoing summer programme and evening programme with good additional compensation.
8. Outstanding recreational facilities.
9. Free air transportation to and from Dhahran each year.

CONTRACT: For two years – renewable.

**Send resumé with supporting documents to:**
**Dean of Faculty & Personnel Affairs,**
**King Fahd University of Petroleum & Minerals,**
**Dept. 660/GRD/8601,**
**Dhahran 31261, Kingdom of Saudi Arabia.**

# Experience a different world in Botswana

## SECONDARY TEACHERS – VARIOUS SUBJECTS

An opportunity to teach in Botswana...the chance to contribute to a fast-developing culture and gain the experience of a lifetime.

Botswana is an African country with a great deal to offer, fully committed to the rapid expansion of its secondary school system. The people are exceptionally friendly and welcoming, and parents value very highly their children's education.

Starting in August 1987, there are opportunities for teachers in schools, in towns and villages throughout the country. The age range in the schools is approximately 12 to 16, and teachers are needed in a wide range of subjects. Contracts which are initially for 2 years may be extended by mutual agreement and there are good opportunities for promotion.

All applicants must be qualified teachers with BA/BSc and PGCE or BEd. Main subjects required are • Mathematics • Physics • Chemistry • Biology • English • Craft, Design and Technology • Agricultural Science • Home Economics • Subsidiary subjects include Art, Music and P.E. If you can contribute to extra-curricular activities or help in the school library, this would be a great advantage. Teaching experience is not essential.

With a hot, dry climate, wide open spaces, game parks and the fascinating wild-life of the Okavango Delta, Botswana offers exciting opportunities for leisure activities. Easy access to other African countries and generous annual holidays mean there are extensive travel possibilities.

Starting salary – in line with the local cost of living – is from around P9,000 to P.16,900 depending on qualifications and experience (£1=P2.65 approximately). A tax-free gratuity equal to 25% of your total salary will be paid at the end of your contract.

Other benefits include subsidised accommodation normally in simple modern bungalows; possible car purchase loan scheme; medical insurance; installation grant; and a residential briefing course before departure.

If you would like to know more about these exciting opportunities, please write or phone for full details and an application form.

Closing date for applications is 6th February 1987. To apply please write quoting Ref 86A 180-262T to the Teachers for Botswana Scheme, Overseas Educational Appointments Department, The British Council, 65 Davies Street, London W1Y 2AA, or telephone 01-499 8011 extension 3332 or 3327.

The British Council

# ESF
## Hong Kong

**THE ENGLISH SCHOOLS FOUNDATION, HONG KONG**
43B Stubbs Road, Hong Kong (Tel: 5-742351)

The Foundation administers four secondary and eight primary schools and a Centre for profoundly handicapped pupils. All follow U.K. curriculum patterns. Applications from qualified persons with a minimum of two years' experience are invited for the following posts which become vacant on 1 September 1987. Candidates should note that a firm commitment to extra-curricular activities and/or the coaching of games and sports will be expected for all primary and secondary teaching posts.

**ENGLISH SCHOOLS FOUNDATION**

**1. Educational Psychologist (Scale 3 or 4)**

The Foundation is seeking to appoint a full-time Educational Psychologist from September 1987. A fully-qualified Psychologist is sought who has experience of working with the full age and ability range of pupils including those with special educational needs. A new entrant into the profession would not be a suitable candidate for the post as the successful candidate will be required to offer a comprehensive service of quality to all schools without supervision from a senior, experienced Psychologist.

Applications with full c.v. should be made directly to The Senior Assistant Secretary of the English Schools Foundation according to the Method of Application described in this advertisement.

**PRIMARY SCHOOLS. BOUNDARY JUNIOR SCHOOL.**
Principal, Mr J E Pauling.
Rose Street, Yau Yat Tsuen, Kowloon,
Hong Kong. Tel: 3-814382. N.O.R. 499

1. **Environmental Studies (Scale 3).**
A Classteacher to coordinate and encourage the study of local and world environment and historical change. This post would involve being part of the Senior Management Team.
2. ***Deputy Head of Infants (Scale 2).***
A Classteacher to assist and support the teaching and administration within the Department.

**KENNEDY ROAD JUNIOR SCHOOL.** Principal, Miss J E Holmes.
28 Kennedy Road, Hong Kong. Tel: 5-224819
N.O.R 380 pupils but planned to increase in size to a Group 8 school.

1. **Classteacher** to lead the organisation and development of Science and Technology in the Curriculum, and to assist with Boys' Games. A firm commitment to the development of skills and concepts from practical activities/first-hand experience is required (Scale 2)

**KOWLOON JUNIOR SCHOOL.** Principal, Mr G T Davies.
20 Perth Street, Kowloon, Hong Kong. Tel: 3-7148279. N.O.R. 481.

1. **Classteacher for Juniors (Scale 1).**

**QUARRY BAY JUNIOR SCHOOL.** Principal, Mr D J Harrison.
6, Hau Yuen Path, Braemar Hill, North Point, Hong Kong. Tel: 5-664242. N.O.R. 580.

Applications are invited from outstanding teachers, with wide primary experience, especially with younger children (4-7 age range).

**Scale 2/3 posts may be offered, depending on qualifications and experience, in the following curricular areas:–**

1. Craft, Design Technology
2. Science and Technology.
3. Expressive Arts (*Drama and Creative Movement*).
4. Mathematics.
5. Music (an ESL/TEFL qualification would be an advantage).

The successful candidates for all the above posts will need to be committed teaching enthusiasts with forward looking strategies for improving individual learning.

**SECONDARY SCHOOLS.**

All candidates should be thoroughly versed in GCSE and current educational ideas.

**KING GEORGE V SCHOOL.** Principal, Miss A M Smith.
2 Tin Kwong Road, Kowloon, Hong Kong. Tel: 3-7113026.
Co-educational, Comprehensive. N.O.R. 981.

| | |
|---|---|
| 1 Biology (Scale 1) | – preferably to Advanced level with ability to teach Nuffield Combined Science in Form 1 |
| 2 Mathematics (Scale 1) | – to Advanced Level. It would be an advantage if the candidate had experience with the SMP 11-16 course |
| 3. Music (Scale 1) | – principally for lower school class teaching and to assist with choral and orchestral training throughout the school. |
| 4. Computer Science (Scale 2) | – Graduate to teach the subject to Advanced Level with particular responsibility for co-ordinating the use of a BBC Econet network for teaching general subjects. |

**ISLAND SCHOOL.** Principal, Dr C H R Niven.
20 Borrett Road, Hong Kong. Tel: 5-247135.
Co-educational, Comprehensive. N.O.R 1179.

1. **Head of English (Scale 4)**
An experienced teacher to run a department of fourteen specialists, including those in Drama, ESL and Remedial English. The successful applicant will be required to teach English to A-Level.
2. **Head of Languages (Scale 4)**
An experienced teacher to run a department of ten specialists. The school offers French throughout the school to A-Level and German for year 4 to A-Level, and also teaches Mandarin and Cantonese. The successful applicant will be required to teach French to A-Level.
3. **Teacher of French (Scale 1 or 2)**
An enthusiastic teacher to teach French to A-Level
4. **Head of Physical Education (Scale 3 or 4)**
An experienced male or female teacher to lead a department of four specialists. Physical Education may be offered at GCSE. Applicants should state their special strengths and must be prepared to involve themselves in a range of after school activities.
5. **Teacher of Physical Education (Scale 1)**
An enthusiastic male or female teacher to assist in a wide range of activities. Applicants should state their strengths, and may contribute to the teaching of GCSE. The school has a thriving extra-curricular programme, and applicants would be expected to involve themselves fully.
6. **Teacher of Science (Scale 1 or 2)**
A teacher of Physics and Chemistry to examination level, but with enthusiastic interest in other cross-curricular subjects e.g. Physical Science and Combined Science.

**SHATIN COLLEGE.** Principal, Ms J M Bray.
Lai Wo Lane, Fo Tan, Shatin, New Territories,
Hong Kong. Tel: 0-6901811.
Co-educational, Comprehensive, N.O.R. 262 put planned to develop to 780 pupils.

1. **Head of Economics/Business Studies (Scale 3).**
An experienced and well-qualified graduate teacher to establish a new department. Economics will be offered to GCSE and A-Level and either Commerce or Business Studies to the one year sixth form business studies course.
2. **Head of Geography (Scale 3).**
An experienced and well-qualified graduate teacher to take over the department from the Principal; to teach geography throughout the school to GCSE and A-level and to assist with first year humanities.
3. **Teacher of Computer Studies/Mathematics (Scale 2).**
A well-qualified graduate teacher to be responsible for computer studies throughout the school, including a contribution to general studies courses in the sixth form, and to assist with the teaching of Mathematics up to A-level.
4. **Teacher of Spanish/French (Scale 1).**
A graduate teacher to be responsible for the development of Spanish to GCSE and, in future, to A-level and to assist with the teaching of French in the lower school.
5. **Teacher of Craft, Design and Technology (Scale 1).**
An experienced teacher of CDT to teach all aspects of the subject across the full age range. An interest in Technology and the ability to develop courses in 'CDT: Design and Communication' would be an advantage.

**SOUTH ISLAND SCHOOL.** Principal, Mr R E Brookin.
50 Nam Fung Road, Hong Kong. Tel: 5-555313.
Co-educational, Comprehensive. N.O.R. 810.

1. **English and Drama (Scale 1).**
An interest in Lower School English would be an advantage, though ability to teach it at all levels is essential.
2. **Computer Studies with subsidiary Mathematics (Scale 1).**
Applications from Mathematicians also able to offer Computer Studies will be equally welcome
3. **Craft, Design and Technology (Scale 1).**
A sympathy with modern approaches to this subject is essential.
4. **Geography (Scale 1).**
To examination level. An interest in field-work and local studies will be an advantage.

**THE JOCKEY CLUB SARAH ROE CENTRE.** Joint Head, Mr M J Doherty.
2A Tin Kwong Road, Homantin, Kowloon, Hong Kong. Tel: 3-7600441.
Centre for children with severe learning difficulties. N.O.R. 10.

1. **Primary Teacher** to work as a member of a team but who will also be responsible for a group of primary-aged children who have severe learning difficulties. Applicants must have relevant experience and a recognised qualification in Special Education. An interest in Music would also be an advantage. (Scale 1)

**METHOD OF APPLICATION**

**Specific Applications**

i) Applicants for teaching posts should write immediately by Air Mail to the Principals of the Schools concerned (applicants for the post of Educational Psychologist should write to The Senior Assistant Secretary of The Foundation) with a full curriculum vitae (including home and work addresses and telephone numbers), a recent photograph and the names and addresses of two professional referees

ii) Applicants should indicate clearly the post in which they are chiefly interested. If a husband and wife are seeking posts, each should apply separately

**General Applications**

i) General applications are invited for posts which may become vacant due to internal promotions. Applications should include the same information required for specific posts, and should be sent by Air Mail to The Senior Assistant Secretary, ESF, 43B Stubbs Road, Hong Kong

Applicants for specific or general vacancies should state the extra-curricular activities they can offer.

The closing date for the receipt of all applications is Wednesday, 4 February, 1987.

**Interviews.**

i) Selected candidates will be sent further information and formal application forms which should be returned to The Principal of the School concerned (or, in the case of applicants for the post of Educational Psychologist, The Senior Assistant Secretary) by 4 March 1987.

ii) *Selected candidates will be invited to, and asked to confirm their attendance at interview by telephone, during the period 5 – 7 March 1987.* (Note. Hong Kong time is approximately eight hours ahead of GMT). A formal letter of invitation will follow.
Interviews will be held at The Royal Overseas League, Overseas House, Park Place, St. James's Street, London SW1 1L from 16 – 27 March 1987.

**Conditions of Service**

The salary scales for Assistant Teachers conform to the Burnham Structure and are paid monthly in Hong Kong currency. Scale 1 starts at HK$9,210 p.m. and the maximum for senior Teachers is HK$22,665 p.m. Contracts are for two years and are subject to the passing of the probationary period. A gratuity of 25% is paid at the end of each contract. Air passages, medical services and subsidised housing are provided for overseas recruits (and their families).

Candidates who do not hear from the Principals of Schools or the ESF by the end of April 1987 must assume that their applications have been unsuccessful.

(16644)

## OVERSEAS POSTS
continued

### KENYA
**GREENACRES SCHOOL**
Nairobi, Kenya
Are looking for a suitably qualified and experienced teacher of French and German to O Level standard for January 1987.
Applications should be by letter to the Headmaster and include c.v., photograph and names and addresses of two referees and sent to P.O. Box 46919, Nairobi, Kenya.
(37040) 460000

### JAPAN
English teacher, preferably over 30 and married, wanted for school near Kyoto. Starting salary of USD20,000.
Please reply with c.v. to Box TES 00643, Priory House, St. John's Lane, EC1M 4BX.
(37826) 460000

### KUWAIT
**GULF ENGLISH SCHOOL**
In September, 1987 the following vacancies will occur:
PRIMARY DEPARTMENT
Infant and Junior Teachers. Specialist Teacher of Music, Physical Education, EFL and Computing. Posts of responsibility available in Junior Mathematics, English, Integrated Studies and Infant Science and Language.
SECONDARY DEPARTMENT
Graduate Teachers of Computer Studies, Mathematics, Music, English, Economics, History, Geography, French and Drama. Posts of responsibility in English, Humanities and Senior Teacher Upper School.
TERMS: Two year contract (renewable), annual economy London/Kuwait/London passage, baggage allowance, free furnished air conditioned accommodation, electricity, water and porterage. No absence bonus, annual gratuity, insurance and annual tax free salary.
Applications from single teachers and married teaching couples without children.
Air mail full C.V. and recent photograph to: R. W. Sheffield, M.Sc., Principal, Gulf English School, P.O. Box 6320, 32038 Hawalli, Kuwait, Arabian Gulf.
Interviews in London late February/early March, 1987.
(30448) 460000

## TANGLIN INFANT SCHOOL AND TANGLIN JUNIOR SCHOOL
## TANGLIN TRUST LIMITED, SINGAPORE

Tanglin Trust offers good quality primary education for expatriate children in the age groups 4-11 years. There are about 1200 pupils drawn from the English-speaking international community, the majority coming from Britain, Australia, Canada and New Zealand.

The Infants are accommodated in two wings with spacious classrooms opening on to covered verandahs whilst the Junior children occupy a well-planned airconditioned building on an adjacent site. The facilities are excellent. Children are divided into mixed ability classes of 25-28 pupils which are horizontally grouped according to age. Each year group consists of 6 or 7 classes.

Well-qualified teachers with a minimum of three years teaching experience are invited to apply for the following posts which will be vacant in September 1987.

### YEAR LEADER FOR JUNIOR 4

– Age Group 10 to 11 years. The successful candidate, male or female, would be expected to possess qualities for curriculum leadership and to be responsible for co-ordinating the year group of approximately 160 pupils.

### CLASS TEACHERS FOR INFANTS AND JUNIORS

The successful candidates would be expected to be conversant with current educational thinking.

Positions are particularly suited to married teaching couples. First contracts are signed for two years and are renewable by mutual agreement.

### CURRICULUM

similar to that followed in British schools.

### SALARIES

Basic scale : Singapore $1570 to Singapore $2850 (£1 : S$3.10)

Foreign Service Allowance – Singapore $1200 (for head of household only) (single) – Singapore $2000 (married)

Additional allowances are paid to Year Leaders and Responsibility Post holders.

### OTHER BENEFITS

**Health**
Excellent medical facilities exist both in Government and Private hospitals and the Trust insures expatriates and their dependants against medical and surgical costs and meets the cost of consultation/medicine.

**Education**
The Trust pays basic school fees for staff children up to the age of 18 schooling in Singapore.

**Accommodation**
The Trust assists staff in obtaining suitable accommodation and gives a substantial allowance towards rent.

**Baggage and Settling-in Allowance**
On first contract, a baggage and settling-in allowance is paid as follows:

Single : Singapore $2500. Married : Singapore $2700.

**Air Passages**
Air passages at the APEX fare are paid to and from Singapore on joining and final departure and on renewal of contract. One further return ticket may be paid in your final year to enable you to attend an interview in UK.

If your are interested in the prospect of teaching Infants or Juniors in a delightful environment in a multi-national, multi-cultural city state with an international reputation for stability, productivity and achievements, please send by airmail a letter of application together with a curriculum vitae to: Mrs V E Goodban, Headteacher, Tanglin Junior School, Portsdown Road, Singapore 0513

Further details and application forms will be sent to those whose training and experience fit our requirements and interviews will take place in London approximately early March 1987.

(13867)

# Bermuda High School

This independent school, providing tuition for approximately 460 pupils aged 5-18 years up to GCE 'A' level standard, has the following teaching vacancies for September 1987:

**SENIOR MATHEMATICS WITH PHYSICS OR CHEMISTRY**
**SENIOR BIOLOGY WITH CHEMISTRY OR PHYSICS**
**SENIOR ENGLISH WITH LIBRARY, SCIENCE OR DRAMA**
**SENIOR LATIN WITH ENGLISH**
**SECONDARY & GENERAL SCIENCE**

The senior posts carry organisational and teaching responsibility for the principal subjects to 'A' level: subsidiary subjects will be useful within the lower secondary department.

*CANDIDATES: should be graduates* with a teaching qualification, able to offer a minimum of 5 years' relevant experience and a working knowledge of the appropriate GCSE syllabus. They must be committed to the philosophy and values of independent education and be willing to play an active part in the corporate life of the school and the extra curricular programme. Salary from US $ 25,000 per annum dependant on qualifications and experience. Interviews in London February/March.

**For further details and an application form please contact Miss D. Heard, Gabbitas-Thring Recruitment, 6, 7 & 8 Sackville Street, London W1X 2BR. Tel: 01-734 0161.**

**Gabbitas-Thring**

## SUMMER JOBS ABROAD FOR SPORTS COACHES

Eurocamp, the leading self-drive camping holiday company, are looking for Sports Couriers to work on campsites in France and Spain. Applicants should be available for a minimum of 8 weeks during the period April to September 1987.

Duties will include the organisation of activities for children and adults, as well as providing instruction in one of the following sports:

Windsurfing, Tennis, Swimming, Football.

Applicants should hold an appropriate *coaching* qualification. Applications are particularly welcome from couples at least one of whom should be a qualified coach.

**Please write for job description and application form to: G. Gregory, Courier Department, Eurocamp Travel Limited, Edmundson House, Tatton Street, Knutsford, Cheshire WA16 6BG.**

Eurocamp

# TEACHER – LIBERIA

The Education Department of the Bong Mining Company has a vacancy for a qualified and experienced British trained teacher, to teach approximately 20 children between the ages of 5 and 12 years to U.K. curriculum standards, primarily children of expatriate staff, commencing August 1987.

Applicants should have a minimum of 5 years experience and must be able to teach small groups of children of different age levels in the same classroom. They should also have experience in teaching children who have a first language other than English.

Preference will be given to single applicants with previous overseas experience.

A suitable salary will be paid in US dollars freely convertable. Initial contract for 2 years, renewable for one year periods thereafter. Suitable accommodation is available at the site and there are extensive sports and recreational facilities.

Applications must include a comprehensive C.V. and should be addressed to our representative O.D. Lawson, 27 Broadgate Way, Warmington, Peterborough PE8 6UN.

**E+B EXPLORATION UND BERGBAU GMBH**
DÜSSELDORF, WEST GERMANY.



## OVERSEAS POSTS
continued

### JAPAN
Teach English in Hiroshima, Japan. Teaching positions available early March. Suitable for sincere teachers (with T.E.F.L. qualifications) who value working in a friendly and professional school. The school is in the centre of the city and has 1,000 part-time students of all ages. Pay and working conditions are good. Subsidised accommodation near the school. Flight is paid.
Send C.V. and photo to D.E.H., 1-5-17, Kamiya-cho, Naku-Ku, Hiroshima City 730.
(36406) 460000

### SPAIN
Graduate with good command of Spanish required, initially January - May, for E.F.L. post.
Please send c.v. and recent photo to: The Principal, C.I.L., Ruanueva 25/1o, 27001 Lugo, Spain.
(37682) 460000

### SPAIN
Teachers required immediately for private language school, Spain.
Send c.v. to Inlingua, Rambla Nova 3, Tarragona, Spain. Tel: 010 34 77 23 49 17.
(37774) 460000

# Posts Overseas

## Iraq

**Two Teachers of English**
**The British Council, Baghdad**
**Duties:** to teach EFL to adults from beginner to CPE level, to assist with registration, materials preparation, course co-ordination.
**Qualifications:** degree plus TEFL qualification (minimum RSA Prep Cert); two years' overseas experience, preferably in the Middle East.
**Salary** £7,100-£10,150; allowance currently £10,500.
**Benefits:** airfares, free furnished accommodation, £800 initial grant, £600 baggage allowance, 6 weeks leave p.a.
**Contract:** 1 year from September 1987, renewable.
***Reference:*** 86 D 93-94 T

## Japan

**6 Teachers of English as a Foreign Language, British Council Cambridge School, Iidabashi, Tokyo**
**Duties:** to teach EFL to students at all levels from beginners to advanced for 24 contact hours per week.
**Qualifications:** candidates should hold a degree plus PGCE TEFL or RSA Dip TEFL and preferably 3 years' full time TEFL experience.
***Salary:*** Y288,000 *gross per month* plus a bonus of one month's salary paid twice a year (current rate approx Y234=£1).
**Benefits:** fares; baggage allowance; housing allowance; medical insurance.
**Contract:** 2 year contract with the British Council, Tokyo, renewable by mutual consent.
**Date of appointment:** 1 April 1987.
**Closing date:** 29 January 1987.
**Reference:** 86 D 84-89 T

## Key English Language Teaching Scheme

**The KELT Scheme is part of Britain's Aid Programme to developing countries**

## Nepal

**Teacher of English, Budhanilkantha School, Kathmandu**
**Duties:** to teach English Language and Literature to boys aged 9-18, with some residential and extra-curricular duties.
**Qualifications:** candidates should have a BA in English, a PGCE and qualifications and experience in TEFL, together with proven ability and interest in teaching English Language and Literature up to 'O' level, experience of boarding school requirements and preferably some overseas teaching experience.
**Salary:** £8,142-£12,096 p.a. free of UK income tax.
**Overseas allowances:** nil-£2,614 p.a. depending on salary and marital status.
**Closing date for applications:** 6 February 1987.
**Date of appointment:** April 1987 or as soon as possible thereafter.
**Reference:** 86 K 138 T

**Benefits:** salary free of UK income tax; free family passages; children's education allowances and holiday visits; free furnished accommodation; outfit allowance; baggage allowance; medical scheme; employer's contribution to a recognised superannuation scheme or an allowance of 11% of salary in lieu.

**For further details and an application form, please write, quoting the post reference number, to: Overseas Educational Appointments Department, The British Council, 65 Davies Street, London W1Y 2AA.**

The British Council

### KUWAIT
**PROGRESSIVE ENGLISH MEDIUM SCHOOL**
**(pupils 3 yrs - 18 yrs)**
**FOUR DEPARTMENTS**
K.G., Infant, Junior, Senior each having respective Headteacher invites applications from married teaching couples without children or single persons having appropriate qualifications and experience for positions available September 1987 (Interviews early March).
PRIMARY AGE GROUP. General Class teachers. TEFL experience an advantage also computer/science/maths/musical/swimming expertise welcomed.
SENIOR SCHOOL (O/A level syllabus) Teachers of *Mathematics, Chemistry, Biology*, French, English.
Tax Free Salary, Free Furnished Air conditioned accommodation. Annual air travel. Prestigious, well equipped school building.
C.V. with recent photograph, names, address and Tel: No. of 2 referees, 2 testimonials please forward immediately to The Principal, Kuwait English School, P.O. Box 8640, Salmiya 22057, Kuwait. (37811) 460000

### MANILA
**THE BRITISH SCHOOL**

This IAPS School offers a British style education to British and Commonwealth students in the 4+ to 12 age group. It is housed in modern, purpose built premises with exceptionally good facilities

For SEPTEMBER 1987 we require:

TEACHERS: Both Infant and Junior. Applicants must have at least two years' experience.

MUSIC TEACHER: To teach music throughout the school (the ability to teach *French* would be an advantage, but is not essential).

For the right people we offer the opportunity to teach in a unique, exciting and challenging overseas environment.

Please send letters of application, together with a C.V., photograph, and details of two referees to Mrs. Susan King, Recruitment Adviser, British School Manila, c/o 'Whispering Firs', Maidstone Road, Horsmonden, Kent. Interviews will be held in London in early March.
(37851) 460000

### KUWAIT
**THE SUNSHINE SCHOOL**
**(A British Curriculum International Preparatory School)**
Invites applications from well qualified INFANT and JUNIOR TEACHERS with a minimum of 3 years experience in Primary Schools, for September 1987. We also require a Music Specialist, and a Teacher of Computer Studies. Experience in P.E., French, E.F.L., would be an advantage.
One year contracts (renewable) tax free salary, free furnished air conditioned accommodation, free electricity and water, economy class air fares, good working conditions. Interviews *in London early* March.
Applicants to send SWIFTAIR a full C.V., references and recent photograph to:- The Headmaster, Sunshine School, P.O. Box 26922, Safat 13130, Kuwait. (36838) 460000

### SPAIN
**MARBELLA**
Well established school requires Business/Office skills teacher to develop course in Sixth Form.
Apply English International College of Marbella, Urb. Ricmar, Marbella (Malaga), Spain; or Tel: (952) 83 10 58/59, 83 38 45/46.
(36847) 460000

**SUMMER TEACHING JOBS IN AMERICA** work on American childrens' camps, mid June to end August; see ad under 'Holidays and Accommodation'.
(35444) 460000

### SWEDEN
*INTERNATIONAL LANGUAGE SERVICES TEACHING APPOINTMENTS - STARTING SEPTEMBER 1987*
TEFL in Sweden. Posts are of 2 types. Type A involves ESP, Company and Cambridge courses. Applicants must have a minimum of 2 years previous full-time TEFL experience and the full RSA TEFL Diploma or equivalent. Type B involves the teaching of General English to adults, with some work in state schools. Candidates must have qualified teacher status in the UK or a Degree and a UK TEFL qualification.
Applicants for both types of post must be British and aged between 22 and 40.
For further information and *application form send* a stamped addressed envelope to International Language Services, 14 Rollestone Street, Salisbury SP1 1ED.
(36842) 460000

### TURKEY
New private English language school with the latest in facilities is seeking young, dynamic English teachers who are university graduates and are EFL qualified for immediate employment and for September 1987.
The school is located in a pleasant university environment.
Please send full CV and recent photograph to: Akademi Egitim Merkezi, P.K. 234, Diyarbakir, Turkey. Tel: 831 17867. (37544) 460000

### TURKEY
Two graduate teachers with some experience of teaching English (preferably as a foreign language) are required URGENTLY for an adult education centre in Istanbul.
Return fares, accommodation and medical expenses in addition to an adequate local salary are available to suitable candidates.
For further information contact: General Secretary, CHRISTIANS ABROAD, 11 Carteret Street, London SW1H 9DL. (Tel: 01-222 2165). (36644) 460000

### UNITED ARAB EMIRATES
Should I go? A-Z Essential information for successful living and working in a Muslim country.
£4 inc. p & p from Peejay Press, 33 Broom Close, Eastbourne, East Sussex.
(37312) 460000

### UNITED ARAB EMIRATES
**AL RABEEH SCHOOL**
Abu Dhabi
***FEMALE HEADTEACHER***
Al Rabeeh is an international school with 350 pupils ranging in age from nursery to the equivalent of first year juniors with the intention of increasing the age range to encompass full primary education over the next three years.

The children are taught in English and Arabic and at present we have sixteen overseas contract staff in addition to locally employed teachers and assistants.

We require a Headteacher for September 1987 to take over from the present incumbent, who has been with the school for five years.

The successful candidate will have had a minimum of ten years teaching experience preferably having responsibility for curriculum development and administration.

A three year contract is offered, generous tax free salary, car, single accommodation with free electricity and water, 40 kg unaccompanied baggage allowance, end of service gratuity.

Please send a handwritten letter of application, C.V., two recent photographs, the names and addresses of two confidential referees and testimonials to Mrs Sallie Marriott, c/o 18 Palmeira Square, Hove, East Sussex.

Interviews will be held end of February beginning of March 1987.
(37934) 460000

# NIGERIA
## THE INTERNATIONAL SCHOOL OF I.I.T.A.
**Ibadan (*N.O.R. 87 aged 3–12 years*)**

For September 1987.

Applications are invited from well-qualified experienced teachers for Nursery, Infant and Junior classes. T.E.F.L. qualification or experience an asset.

The School is situated within the campus of the International Institute of Tropical Agriculture, a 1000-hectare experimental farm, a short distance north of Ibadan.

2-year contract (renewable), baggage allowance, annual return air tickets, furnished air-conditioned accommodation, medical care and insurance provided. Tax-free U.S. dollar salary with spouse's salary paid in Naira.

Single teachers and married teaching couples without children should send full C.V., a letter of application and recent photo to: Mr. N. Jackson, Headmaster, I.I.T.A. School, c/o Lambourn and Co. Ltd., Carolyn House, 26 Dingwall Road, Croydon CR9 3EE.

Interviews in U.K. before Easter. (03119)

### UNITED ARAB EMIRATES
*INTERNATIONAL SCHOOLS OF CHOUEIFAT*
*SHARJAH, ABU DHABI, AL AIN, RASAL KHAIMAH (4 schools)*
The schools are multinational, take pupils from age 3-18 and are centres for G.C.E., G.C.S.E., A level, U.S. College Board Exams and the International Baccalaureate. Applications are invited from qualified teachers for September, 1987.
1. Nursery and Kindergarten.
2. Infant and Junior Class teachers with interest in Music, Art and Drama.
3. Head of Music to cover Primary and Secondary, plus extra curricular Music activities.
4. Secondary teachers for all levels: English, *Social Studies*, Maths, Chemistry, Physics, Biology, Computer Studies, Psychology, Philosophy and theory of knowledge.
Renewable one year contract includes free air conditioned accommodation, annual summer leave with return air ticket to London. No taxes. End of service benefits after 2 academic years. Interviews will be held in London, Dublin, Edinburgh and Bath in the last two weeks of March.
Letters of application with full c.v., photograph, 2 testimonials, names of 2 referees and should be submitted to the Registrar, International School of Choueifat, Ashwicke Hall, Marshfield, Nr. Chippenham, Wiltshire SN14 8AG, *for all schools*. (37489) 460000

# Administration Local Education Authority

### SOUTHAMPTON
**CAPSTAN CAREERS CENTRE**
Southampton
**CAREER ADVISORS**
Independent Careers Centre soon opening in Southampton area, requires one or more qualified Careers Advisors to work part time. Would ideally suit a working mother, or practising Careers Teacher/Counsellor.
Capstan Careers has offices in Manchester, Maidstone, Brighton, and Birmingham, and is quickly expanding to provide a national network.
Apply by letter to C. Dennis, Capstan Careers Centre, Wellington House, Ashford Road, Maidstone, Kent ME14 5BM.
(36553) 460000

***Teachers of English, Maths, Science, Commerce, Home Economics & Special Education:***

# What a job we have finding you!

Skills taken for granted in this country are vital to members of poorer Third World communities:

In a world which by and large does nothing about poverty and injustice (let alone hunger), VSO volunteers work directly with those seeking to become more self-reliant.

No one can change the world. But as a VSO volunteer, you could make a world of difference:

**Each year VSO receives more requests than it can meet for teachers of English, Maths, Science, Commerce, Home Economics and Special Education.** Though a professional teaching qualification at the primary or secondary level is usually required, graduates (particularly in English, Modern Languages, Maths and the Physical Sciences), can be considered.

You should be without dependants and willing to work for the local rate of pay. Postings are for two years – although many choose to stay longer – and most U.K. employers should be prepared to grant leave of absence.

For more information please complete and return.

I'm interested. I have the following training/experience:

______________________________

Name ______________________________

Address ______________________________

______________________________

______________________________

(24p S.A.E. appreciated)

VSO Join the human race.

Post to:
Enquiries Unit,
Voluntary Service Overseas,
9 Belgrave Square,
London SW1X 8PW.

Charity no 313757.

TES/16/1

### BEXLEY
**PART TIME SENIOR CAREERS OFFICER (TVEI)**
£5,125 - £5,451 per annum
Applications are invited from suitably qualified and experienced Careers Officers for this part-time (18 hours) post, for a period ending July 1991 in the first instance.
The Officer appointed will be expected to make an important contribution to the enhancement of careers education and guidance within the Borough TVEI programme, giving support to TVEI schools, liaising with employers, particularly in regard to the development *of work experience* and Understanding British Industry Courses, and providing a Careers Service input in the area of curriculum development. Candidates will need to demonstrate a commitment to the TVEI objectives, ability in organisation and administration and well developed negotiation skills.
The post will be based at the Bexley Careers Centre, a modern, purpose built office with established support systems.
Application form and further details are obtainable from the Educational Services Secretary, Directorate of Education, Town Hall, Crayford, Kent DA1 4EN to be returned no later than 26th January 1987.
Bexley London Borough.
(36905) 480000

### KINGSTON UPON THAMES
**DIRECTORATE OF EDUCATION AND RECREATION**
**CAREERS OFFICER (Schools)**
£8,049 to £10,902 per annum inclusive
We are seeking a qualified and experienced Careers Officer *(at least in their probationary year)* to develop the work of the Careers Service in the Authority's schools.
You should display initiative and self-motivation. Your duties will include interviewing, group work, and employer visits together with Duty Officer responsibilities on a rota basis.
Application forms from the Director of Education and Recreation, Guildhall 2, Kingston upon Thames, Surrey KT1 1EU (Tel: 01-546 2121, Ext. 2292; or 01-546 4949 evenings and weekends). Please quote vacany reference K/179.
Closing date: 30th January 1987.
ROYAL BOROUGH OF KINGSTON UPON THAMES.
(37839) 480000

EDUCATION DEPARTMENT

## Professional Assistant Sites and Buildings

Applications are invited from candidates with suitable qualifications and experience for this post for which the duties will be varied, interesting and demanding, and from which the holder can expect promotion to more senior posts in educational administration. It is hoped to make an appointment from the beginning of the Summer Term 1987. Previous applicants will be reconsidered if they so indicate.

Initially, the successful candidate will cover the area of sites and buildings but there will be opportunities to gain experience of other aspects of educational administration.

Applicants should possess a degree and have teaching experience.

Salary: PO E/F £12,555–£14,862 (+ £225 outer fringe allowance).

The County Council also has an attractive recruitment incentive scheme.

**Further particulars and application form may be obtained from the County Education Officer (Ref: DMS/110), County Hall, Hertford SG13 8DF, telephone Hertford 555821, to whom completed applications should be returned by 30th January 1987.** (18558)

Hertfordshire County Council
An Equal Opportunity Employer

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Buckinghamshire County Council

*Equal Opportunity Employer*

EDUCATION DEPARTMENT

## *ASSISTANT EDUCATION OFFICER (DEVELOPMENT)*

**(£14,862–£17,160 p.a.)**

Candidates for this post should be of graduate status with local education authority and preferably teaching experience. Responsibilities will include a range of work connected with the capital programme and accommodation and site matters.

## *PROFESSIONAL ASSISTANT (SCHOOLS)*

**(£11,952–£13,653 p.a.– the appointment may be made above the minimum of the scale)**

Candidates should be good honours graduates with substantial teaching experience. This interesting, varied and challenging post is regarded as an entry point from teaching to education administration and is not likely to be suitable for candidates over the age of 35.

**Further details and application forms for both posts from Chief Education Officer, County Hall, Aylesbury HP20 1UZ (or telephone Aylesbury 395000, Ext. 8128). Closing date for applications: 2nd February 1987.** (18507)

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# ADMINISTRATION L.E.A. continued

EDUCATION DEPARTMENT

## ASSISTANT COMMUNITY EDUCATION OFFICER

**MID ESSEX AREA**
**SOULBURY £14,151-£15,867**

This is one of eleven posts working within specifically designated geographical areas of the County as part of the Community Education Service. The post is based at the Chelmsford Youth Office and carries special responsibility for the youth provision in the Chelmsford and Maldon District Council area.

The post is part of the County Team and the holder will be expected to contribute to the organisation of County events, special projects and training courses.

Applicants should be teachers, qualified Youth Leaders, or graduates in a relevant discipline.

Closing date for applications: 30 January 1987.

**COUNTY EDUCATION OFFICE**

## PRINCIPAL OFFICER

**Forward planning, research and internal review)**
**PO2 £12,555-£13,653 or PO3 £13,653-£14,862**
**Post No. A0056**

A suitably qualified and innovative officer is required for this key post based at the County Education Office, Chelmsford.

The successful candidate will, in the first instance, establish a comprehensive and co-ordinated data base for the whole Department and plan the development of the use of new technology to the administration of the Education Service.

Applicants should possess computer skills and experience of Education administration would be an advantage.

Assistance with removal expenses and car user allowance will be paid where appropriate.

Closing date: 30 January 1987.

**Application forms and further details for the above two posts available from (s.a.e. please) the County Education Officer (P), P.O. Box 47, Threadneedle House, Market Road, Chelmsford, Essex CM1 1LD Tel. 0245 267222 ext. 2626.** (18505)

ESSEX County Council

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Education
NOTTINGHAMSHIRE EDUCATION SUPPORT SERVICE

## Heads of Service (3 posts)

**£15,666-£17,148 p.a. – Burnham HT Group 7**

**Section 11 Support Service**
**Dance and Drama Support Service**
**Music Support Service**

The Nottinghamshire Education Support Service has been created to bring together those staff who are not part of the administrative structure, nor part of a school/college staff. Its purpose is to contribute to improving the quality of learning through a planned and structured programme of support to schools and colleges.

This new Service is comprised of The Classroom Support Service, The Section 11 Support Service, The Dance and Drama Education Support Service, The Music Support Service, The Special Needs Support Service and The Off-Site Resources Support Service. Each will be given leadership by newly created post of Head of Service.

Applicants for these posts should have, as well as expertise in the substantive service areas, successful experience of supporting curriculum/professional development and the management of staff at other school or LEA level.

**Details of the Nottinghamshire Education Support Service and application form are available (s.a.e.) from the Director of Education at County Hall. Closing date 30 January. Please quote ref. 828.**

*An Equal Opportunity Employer.*

Nottinghamshire County Council
County Hall · West Bridgford
Nottingham NG2 7QP

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# Advisory Officer

## Management & Development of In-Service Training

**£19,986 – £21,492**

**Soulbury Scale currently equivalent to H.T. Group 11**

Applications are invited for this important post within the Authority Advisory Team, which co-ordinates and develops the provision of the service education and training of teachers. The postholder will be responsible to manage the Authority's existing resources for INSET and new ones under the In-Service Grant arrangements, also to develop and implement future programmes.

Candidates should have had successful experience as an adviser provider of in-service education with a local Education Authority.

Essential user allowance will be payable. All reasonable removal and relocation expenses will be met – temporary housing up to 51 weeks lodging allowance available where appointee needs to move.

**Application forms and job descriptions are available from Education Establishment Section, P.O. Box 56, Civic Centre, Silver Street, Enfield, Middx. EN1 3XQ. Telephone 01-363 Closing date 30.1.87. Ref. DE/715/232.**

London Borough of Enfield
An Equal Opportunity Employer

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SOCIALISM AT WORK
*Tameside Metropolitan Borough*

EDUCATION DEPARTMENT

As part of a developing strategy for meeting the special educational needs of young people across all phases of the Education Service, the following posts have been established.

## GENERAL ADVISER FOR SPECIAL EDUCATIONAL NEEDS

**Soulbury H.T. Group 9 £18,075–£19,587 p.a.**

To be responsible for the promotion of effective learning opportunities for young people with special educational needs within mainstream and special provision; giving professional advice to teachers, parents and Governors; the provision of in-service training for teaching and ancillary staff and the evaluation of institutional and individual performance.

Successful teaching and management experience to a senior level in mainstream and/or special schools are essential; experience of Local Authority Advisory or Support Service work an advantage.

## PROFESSIONAL ASSISTANTS (TWO POSTS)

**– Primary and Special Needs**
**– Secondary and Special Needs**
**£12,555–£13,653 p.a.**

To assist in the area of Special Needs across the whole range of Special and mainstream activities.

Internal and external training will be provided and there will be an opportunity for rotation of duties between the two posts after a suitable period. The posts should be attractive to Graduate teachers with successful experience in mainstream and/or special education who are interested in a career in education administration.

**Application forms and further details from the Director of Personnel, Tameside MBC, Council Offices, Wellington Road, Ashton-Under-Lyne, Tameside OL6 6DL, Tel: 061-330 9355 Ext. 5173.**

**Closing date: 30th January, 1987.** (16508)

AN EQUAL OPPORTUNITY EMPLOYER

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# Redbridge
London Borough

**Appointment of**

## GENERAL INSPECTOR (SECONDARY)

(Burnham H.T. Gp. 8 equiv. + London Allowance, currently £17,511-£18,999 p.a.)

Applications are invited from good honours graduates for this new post which is being established with effect from 1st April 1987.

Candidates should have had wide and successful teaching experience in secondary schools (including management responsibility at deputy head level or above), have been actively involved in developing the curriculum, be interested in secondary education issues generally and be keen to work as a member of a team. The authority is committed to the development of a broad, relevant and coherent curriculum (with high educational standards) and the advisory service is seen as having a key role to play in this.

**Further particulars and an application form can be obtained from the Director of Educational Services, Education Office, 255/259 High Road, Ilford, Essex.**

**The closing date for the receipt of completed forms is Friday, 30th January 1987.** (13682)

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# ADMINISTRATION L.E.A. continued

# Lancashire County Council

AN EQUAL OPPORTUNITY EMPLOYER

**EDUCATION**

## ASSISTANT PRINCIPAL CAREERS OFFICER

**(Further/Higher Education)**

**Salary: £13,653–£14,862 per annum**

Required by the Education Department at County Hall, Preston, Lancashire.

Applicants should have had substantial and relevant experience at a senior level in the Careers Service. The postholder will have Management responsibilities for a group of District Careers Offices, will have special responsibility for developing Careers Service work in connection with Further Education and Higher Education and will be a member of the Careers Service Management Team.

**Application forms from the Chief Education Officer, Education Department, PO Box 61, County Hall, Preston PR1 8RJ. (S.A.E. please). Ref: CO.334/1/PJ.**

**Closing date: 1st February, 1987.** (16519)

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# Assistant Education Officer

**SCHOOLS**
**PO.4, £15,600-£16,749 inclusive**

Applications are invited for this fourth tier post to join a team dealing with the management of nursery, primary and secondary education, including special educational needs. Appropriate professional qualification and relevant teaching experience required, preferably with service in educational administration.

**Application forms and further particulars from the Director of Education, Civic Centre, Lampton Road, Hounslow TW3 4DN, Tel. 01-570 7728, Ext. 3621. Closing date: 30th January 1987.**

Hounslow
An Equal Opportunity Employer

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# Redbridge
London Borough

**Appointment of**

## INSET CO-ORDINATOR

**(Burnham H.T. Gp. 6 equiv. + London Allowance, currently £15,477-£16,862 p.a.)**

Applications are invited for this new post which is being established with effect from 1st April 1987 to deal with the various professional issues arising from the new arrangements for the funding of in-service education.

Candidates should be experienced in the organisation and delivery of in-service education for teachers and be aware of the opportunities which will arise under the new arrangements for the development of more effective, coherent and systematic INSET policies at both individual establishment and authority level.

The INSET Co-ordinator will be a member of the advisory team and will be expected to work closely with colleagues in encouraging the development of broad, relevant and coherent curricula in schools.

**Further particulars and an application form can be obtained from the Director of Educational Services, Education Office, 255/259 High Road, Ilford, Essex.**

**The closing date for the receipt of completed forms is Friday, 30th January 1987.** (13681)

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EDUCATION DEPARTMENT

## Assistant Teachers' Centre Leader

**(Burnham Scale 3) Required for April 1987 at Stevenage Teachers' Centre**

Teachers' Centres in Hertfordshire offer a wide range of activities in response to the need of local schools and are also an important part of the County's INSET provision. They form part of the County's Advisory and INSET service, and leaders are responsible to the Chief Adviser.

The County Council also has an attractive recruitment incentive scheme.

**Further particulars, including information about the recruitment incentive scheme and an application form may be obtained from the County Education Officer (Ref: DMS/109), County Hall, Hertford SG13 8DF, telephone Hertford 555821, and these should be returned by 2nd February 1987.** (16572)

Hertfordshire County Council
An Equal Opportunity Employer

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DURHAM COUNTY COUNCIL
**Education Department**

## SENIOR EDUCATION ADVISER

**Salary Scale: Soulbury H.T. Group 10 – £19,260–£20,766**

Applications are invited from well qualified teachers who have held posts of significant responsibility in schools or colleges who preferably have previous experience of the work of an Education Adviser.

The person appointed will be required to assume general responsibility for educational matters within the Mid-Durham area of the County and also specific responsibility for developments in 16+ education within the County.

Application forms and further details, obtainable from the Director of Education, Schools Section, County Hall, Durham DH1 5UJ, on receipt of a stamped addressed envelope, to be returned by 2nd February, 1987.

*A Union Membership Agreement is in force and applies to this post.*

(16518)

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EDUCATION DEPARTMENT

## Professional Assistant

**Sites and buildings**

Applications are invited from candidates with suitable qualifications and experience for this post for which the duties will be varied, interesting and demanding, and from which the holder can expect promotion to more senior posts in educational administration. It is hoped to make an appointment from the beginning of the Summer Term 1987. Previous applicants will be reconsidered if they so indicate.

Initially, the successful candidate will cover the area of sites and buildings but there will be opportunities to gain experience of other aspects of educational administration.

Applicants should possess a degree and have teaching experience.

Salary: PO E/F £12,555-£14,862 (+£225 outer fringe allowance).

The County Council also has an attractive recruitment incentive scheme.

**Further particulars and application form may be obtained from the County Education Officer (Ref: DMS/110), County Hall, Hertford, SG13 8DF, telephone Hertford 555821, to whom completed applications should be returned by 30th January 1987.** (18557)

Hertfordshire County Council
An Equal Opportunity Employer

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# Lancashire County Council

AN EQUAL OPPORTUNITY EMPLOYER

**EDUCATION**

## CAREERS OFFICER (SPECIAL NEEDS) – 2 POSTS

Salary: SO1 £10,569 – £11,271 per annum

Post 1: District of West Lancashire – Ref A1179/1/PJ
Post 2: District of Blackburn – Ref A1179/1/PJ

Applicants must be qualified and experienced Careers Officers. The postholders will be responsible for providing a service to young people with special needs within the district and will have a generic case load.

**Application forms from the Chief Education Officer, Education Department, PO Box 6, County Hall, Preston PR1 8RJ quoting relevant Ref No. (SAE please).**

**Closing date: 1st February, 1987.**

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## ASSISTANT DIRECTOR (SCHOOLS)

**£18,753 – £20,953 (under review) inclusive of London Weighting and essential car user allowance.**

The Assistant Director (Schools) is a Member of the Education Management Team. His/her main task is the day-to-day management of the Schools Division including the Education Welfare Service. He/she is also responsible for oversight of the Schools' Psychological Service and the Child Guidance Service and for liaison with the Social Services Department and the District Health Authority.

Candidates must be graduates with a second educational qualification and teaching experience and must have substantial administrative experience in the education service. Relocation expenses may include 100% legal fees involved for house sale and purchase, 100% removal expenses, temporary lodging allowance plus a setting in allowance of £300 in respect of incidental expenses incurred.

**Application forms and further particulars available from the Personnel Officer, Civic Centre, Uxbridge, Middlesex, UB8 1UW. Telephone Uxbridge 50869 (24 hour answering service available). Please quote reference E/26/174XE. Closing date 30 January 1987.**

**Applications from disabled persons will be welcomed.**

London Borough of Hillingdon

(03169)

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# Leicestershire

**EDUCATION DEPARTMENT**

## RESEARCHER

Equal Opportunities for Ethnic Minorities in work-related non-advanced Further Education.

A one year research post to evaluate course provision and its impact on Black Young People. Secondment possible.

Salary range: £8,595 – £13,656 p.a.

**Applications forms and further information on receipt of S.A.E. from Room 25, County Hall, Glenfield, Leicester. LE3 8RF.**

Closing Date: 30th January 1987. (16540)

EQUAL OPPORTUNITIES POLICY: Applications are welcome from people regardless of their race, ethnic origin, religion, sex, marital status or disability. Disabled applicants will be guaranteed an interview if suitably qualified and/or experienced, and supported by a recognised agency e.g. a BRO

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# General Adviser

**SECONDARY EDUCATION**

**£19,986 – £21,492**

**(Soulbury Scale currently equivalent to H.T. Group 10)**

Applications are invited from persons with substantial and varied teaching experience for this important post in the Authority's Advisory Service. Previous experience as an adviser would be an advantage.

The successful candidate will be responsible for general advisory work across the secondary age range and also to contribute to the development of policies and to support particular institutions in the whole of the service.

Essential user car allowance will be payable. All reasonable removal and relocation expenses will be met – temporary housing (up to 51 weeks) and lodging allowance available where appointee needs to move.

**Application forms and job descriptions are available from the Education Establishment Section, P.O. Box 56, Civic Centre, Silver Street, Enfield, Middx. EN1 3XQ. Telephone 01-366 9366. Closing date 30.1.87. Ref. DE/717/135.** (03112)

London Borough of Enfield
An Equal Opportunity Employer

EDUCATION

## ASSISTANT EDUCATION OFFICER
## (INSET MANAGEMENT)

**£14,100 — £15,243 p.a. (subject to evaluation)**

**Base: Cambridge**

The postholder will be responsible for planning, developing and implementing the In-Service Training provision for Cambridgeshire.

This new post demands an ability to work under pressure and a high degree of commitment to meet its many challenges.

It is envisaged that the successful applicant will have a teaching background and sound administrative experience.

**Further details and an application form are available from Karen Beardsell, Education HQ, Castle Court, Shire Hall, Cambridge CB3 0AP. Tel: (0223) 317922.**
**Closing date: 30th January 1987.**

**CAMBRIDGESHIRE**
An Equal Opportunity Employer.

## WEST MIDLANDS REGIONAL INSET INFORMATION SERVICE
## DIRECTOR

**Soulbury HT Group 8 (Half-time)**

Applicants are invited for this appointment which has been established by the 11 LEAs in the West Midlands Region in association with the Manpower Services Commission. The proposed regional service will provide information about successful Staff Development and INSET practice and provide a mechanism for the development of collaborative programmes.

The post commencing 1st April 1987, will be based at Newman and Westhill Colleges, Birmingham.

Candidates should have substantial experience in advisory work and/or the provision and management of Staff Development and INSET.

**Application form and further details from the Principal, Westhill College, Weoley Park Road, Selly Oak, Birmingham B29 6LL. (Tel: 021-472 7245).**

**Closing date 30th January, 1987.**

(11753)

**BMB**
BOLTON METROPOLITAN BOROUGH

## EDUCATION OFFICER (2 POSTS)

**£15,627/£17,160**

Applications are invited for two fourth tier posts of Education Officer –

**POST A –** Education Officer (Schools Services)
**POST B –** Education Officer (Continuing Education/Training)

Candidates should be graduates preferably with teaching experience in schools/further education. Recent relevant administrative experience in local government service would be of advantage.

**APPLICATION FORMS and further details are available from the Personnel Officer, Personnel Services, Town Hall, Bolton BL1 1RU (Tel. Bolton 391632) to whom same should be returned by 30th January, 1987. Registered Disabled Persons are invited to apply. Trade Union Membership is a condition of service.**

*An Equal Opportunity Employer*

(03159)

## THE SOUTH-EAST REGIONAL EXAMINATIONS BOARD
for the Certificate of Secondary Education

## *ADMINISTRATIVE OFFICER*

(Short-term contract or secondment)

Salary: N.J.C. Principal Officer Range, Points 34-37; £12,297 – £13,260 per annum.

Period of appointment: 1st May, 1987 – 31st August, 1989.

The Administrative Officer will undertake a range of duties in connection with activities of the Board and of the Southern Examining Group. The post will involve drafting papers, reports, agendas and minutes, processing correspondence and attending meetings. There will also be substantial contact with L.E.As., schools, teachers and the staff of other Examinations Boards. The post offers an excellent introduction to examination administration.

Applicants should preferably have had experience in secondary schools and of preparing pupils for C.S.E. and/or G.C.E. 'O' Level examinations.

Application form and further particulars from: The Secretary, The South-East Regional Examinations Board, Beloe House, 2/10, Mount Ephraim Road, ROYAL TUNBRIDGE WELLS, Kent. TN1 1EU. (Tel: 0892 35311)

Completed applications should be returned by 2nd February, 1987.

(16634)

### ADMINISTRATION – LEA
continued

**KNOWSLEY**
METROPOLITAN BOROUGH OF KNOWSLEY
EDUCATION DEPARTMENT
PRINCIPAL EDUCATION WELFARE OFFICER
SO1 plus 2 i cf increments, £10,569 - £11,952
We are looking for someone possessing qualities of leadership and experience of the role of social work in an educational setting. You should preferably have a relevant professional qualification. You will be required to head a team of 17 Education Welfare Officers including three Senior Officers located at four district offices. The service covers 98 schools with approximately 26,000 pupils on roll.
Application forms are available from the Head of Manpower Services, Municipal Buildings, Kirkby, Merseyside L32 1TX. Tel: 051-443 4187 (24 hrs.) to whom they should be returned not later than 29th January, 1987.
(36468) 480000

**HAMPSHIRE**
CAREERS SERVICE
CAREERS ADVISOR (EMPLOYMENT EDUCATION LIAISON)
Scale 5/6 - £8,391 - £10,164 p.a.
If you have in interest and commitment to the further development of work with employers and the unemployed in an area with good and improving employment prospects for young people, then this post may appeal to you.
The post, based at Basingstoke Careers Office, involves maintenance and development of good and effective contacts with local employers, support to trainees participating in Training for Skills - Y.T.S. and liaison with Managing Agents, and support to those on the unemployment register. In addition the post holder would be involved in arranging industry education links with a local consortium of employers and teachers.
Possession of a driving licence is essential.
Applicants will be expected to have the Diploma in Careers Guidance.
We pursue a policy of equality of opportunity. Applications particularly welcome from people with disabilities.
For further details and an application form, please contact Mrs Liz Chubb, Divisional Administrative Assistant, Divisional Careers Office, Clarendon House, 9-11 Church Street, Basingstoke or Tel: Basingstoke 29645 quoting reference number 6894.
Closing date for applications 30th January, 1987.
(36670) 480000

**HARROW**
LONDON BOROUGH OF HARROW
CAREERS SERVICE
SENIOR CAREERS ADVISOR
Salary: Scale PO1 £12,690 - £13,632 per annum (including London Weighting)
An enthusiastic and experienced Careers Advisor is required to fill an important post within the management team of this forward looking service.
The post holder will be responsible to the Head of Careers Service for managing a team of Careers Advisors dealing with all aspects of careers service duties and for participating in the general management on policy development of the service.
Applicants must hold a current driving licence as an essential car user allowance is attached to the post.
Further details and an application form are available from Helen Bagley, Education Personnel, P O Box 22, Civic Centre, Harrow HA1 2UW. Tel: 01-863 5611, Ext. 2308, quoting reference E22 03.
Post to close within 4 weeks of the appearance of this advertisement.
Harrow is an equal opportunity employer.
(36357) 480000

### Administration General

**HONG KONG**
THE ENGLISH SCHOOLS FOUNDATION
See display advertisement under Overseas.
(36653) 500000

**LONDON NW1**
ASSISTANT DIRECTOR OF STUDIES
London
The British and European Studies Group is a small coeducational charity providing an intensive academic curriculum, based on the Oxbridge tradition of teaching at university level, for American undergraduates, in London. Successfully completed work is accepted for credit at the students' home institutions.
In March 1987 BESG is hoping to appoint an Assistant Director of Studies. In addition to dealing on a day-to-day basis with the personal and academic needs of our students and tutors, the successful applicant will be required from time to time to represent the organization, at the highest level, at American Universities and Colleges. Applicants should be graduates of an American University who also have first hand experience of the British higher educational system (preferably of BESG itself), and a genuine ability to get on with American students. Proven administrative skills are also essential.
Salary according to qualifications.
Applications to B.E.S.G., 11 York Terrace East, London NW1. (36191) 500000

SCHOOL CURRICULUM DEVELOPMENT COMMITTEE
In association with DTI, DES, LEAs, CBI and the TUC
THE SCHOOL CURRICULUM INDUSTRY PARTNERSHIP

Following the establishment of the Partnership, September to August 1989, applications are invited for the post of

## REGIONAL COORDINATOR WALES/SOUTH WEST

**Based at BATH UNIVERSITY**
**EFFECTIVE FROM APRIL 1987 to AUGUST 1989**

SCIP exists to help young people to obtain a deeper understanding of the industrial world. The Regional Coordinator will be responsible for the implementation of the agreed Partnership in the region and will contribute to the work of SCIP on a national basis.

The successful candidate will be expected to demonstrate:

- A sound knowledge and practical experience of curriculum development, research and evaluation, with particular relevance to education and industry.
- A strong commitment to changing the curriculum through support to practising teachers.
- Considerable skills in the areas of management, writing, editing and diplomacy.
- An understanding of and an expertise in pre-service and in-service training of teachers in support of the research focus of the Bath Centre.

The successful candidate may apply for secondment on current salary plus an allowance or take a fixed term contract on Burnham Scale 4 or equivalent. The appointment will commence April 1987 or earlier if possible, to August 1989.

**Application forms and further details from: Administration Team, School Curriculum Development Committee, Newcombe House, 45 Notting Hill Gate, London W11 3JB**

**01-229 1234 ext 292/3.**

**Closing date for completed application forms 28 January 1987.**

## NETWORK EDUCATION OFFICER

This is a newly created post to lead our education support team working in schools and in the London community. The successful candidate will promote Thames' network adult education and will participate as required in relevant meetings at the ITCA and IBA.

Candidates must demonstrate a detailed knowledge of organizations and institutions in Adult and Community Education and a genuine commitment to the field of education as a whole. Candidates will be active in developing contacts with the Open College and with other organizations both in Britain and abroad. Competence in at least one other European language would therefore be an advantage.

The successful candidate will also be responsible for planning and developing a COMMUNITY MEDIA PROJECT in the London area, consisting of a range of activities including exhibitions, lectures, commissioned research, community video, information packs, etc – aimed at extending Thames' contribution to Media Studies. Candidates will therefore combine a track record of involvement in Media education with the tact, energy and imagination needed to develop this initiative through to fruition.

*To apply, please telephone the Personnel Department on 01-387 9494 ext. 4295, for an application form, which should be returned by 23 January 1987.*

**Thames is an equal opportunities employer and we welcome all applications regardless of sex, ethnic origin and marital status.**

THAMES TELEVISION

SOUTHWARK DIOCESAN BOARD OF EDUCATION

## ASSISTANT SCHOOLS OFFICER

**(Commencing salary: £8,689 to £10,817)**

Graduates (teachers or otherwise) are invited to apply for this new post primarily offering administrative support to the Deputy Director/Schools Officer. The post will provide an ideal starting point for a career in education administration.

***Full details and application form from:*** **The Director of Education, S.D.B.E., 48 Union Street, London, SE1 1TD.**

CLOSING DATE FOR APPLICATIONS JANUARY 30th, 1987

THE BOARD OF EDUCATION IS AN EQUAL OPPORTUNITIES EMPLOYER

(00460)

## EDUCATIONAL ADVISORY OFFICER

RSA has a vacancy for a teacher/lecturer who would now like to contribute directly to the development of schemes for the business, administrative and clerical sectors. Some experience of YTS schemes would be useful as would an interest in supporting curriculum staff development at a regional and local level.

Appointment will be to the RSA Professional category (starting salary from £12,600).

**Further details and an application form can be obtained from Wendy Holmes, RSA, 8 John Adam Street, London WC2N 6EZ.**

RSA

(00528)



### ADMINISTRATION – GENERAL
continued

**LONDON W1**
...perienced graduate teacher ...torian preferred) with ...e library or archive and ...ministrative experience required for a challenging post ...ired for a challenging post ...independent girls school. ...e person appointed would ...e responsible for running a ...for Library, serving staff ...120 A Level students, ...for re-organising the ...lege's archive collections, ...ich date from 1848. Hours ...ible, but above 2½ days a ...k; salary pro rata Assistant Librarian Grade (9) or ...raham equivalent.
Applications with a full ...riculum vitae and names ...addresses of two referees ...ould be sent before 21st ...uary to the Principal, ...en's College, 43-49 Harley Street, London W1N 2BT.
(...700) 500000

### ...ild Care

**WORCESTER**
RHYDD COURT SCHOOL
Hanley Castle, Worcester
READVERTISEMENT
Residential Child Care Assistant Grade 1 (Monday to Friday only).
To give attention to the needs of boys (10-18 years of age) with educational and behavioural difficulties. An interest in and an ability to organise activities is essential.
£4,536 - £6,441 per annum.
Letters to Headmaster. Only successful applicants will be notified.
(37459) 540000

### Librarians

**LONDON W6**
LATYMER UPPER SCHOOL
ASSISTANT LIBRARIAN
Applications are invited from qualified librarians for the post of ASSISTANT LIBRARIAN which will fall vacant at the beginning of March, 1987.
Hours of work would be from 8.45am to 4.30pm on those days when the School is in session. Attendance during the school holidays is for a few days only.
Salary would be according to experience and would not be less than £7,400 p.a. Lunch is available free of charge.
Further details may be obtained from the Headmaster, Latymer Upper School, King Street, Hammersmith W6 9LR to whom applications should be made, including full curriculum vitae and the names of two referees.
(36391) 620000

## Education Advisory Officer

The Business and Technician Education Council (BTEC) promotes the provision of education and training, updating and retraining for those in, or preparing for employment, which both meets the needs of industry, commerce, and the public services, and provides students with an intellectual challenge.

Following the appointment of Dr. Ray Marks, from BTEC, to the NCVQ, there is an immediate vacancy for an Education Advisory Officer in the Standards and Review Division.

The work involves the review and development of BTEC's assessment policies, promoting their implementation and providing professional advice on assessment matters to Committees, Boards, centres offering BTEC programmes and national agencies.

Applicants should have extensive experience in curriculum development or assessment and ideally hold a post-graduate qualification in Educational Technology. Applications from candidates with practical experience of BTEC courses or industrial experience would be particularly welcomed.

Although this appointment will be based at the Council's offices in London, the successful candidate must be prepared to travel extensively and frequently within the UK. Salary, according to experience, between £16-£21,000 pa plus a range of benefits.

Please send your curriculum vitae, by 26 January 1987 quoting reference TES, to:

**Mary Powell,**
**Principal Officer (Personnel),**
**BTEC,**
**Central House,**
**Upper Woburn Place,**
**London WC1H 0HH.**

B/TEC

## WELLS CATHEDRAL SCHOOL

The Governors invite applications for the post of

## BURSAR

to take up duties in April 1987, or as soon as possible thereafter.

Starting salary will be according to qualifications and experience. The post is pensionable, and there is the possibility of a school house being available.

Further details and application form can be obtained from the Clerk to the Governors, Wells Cathedral School, Wells, Somerset BA5 2SX.

*Closing date for applications: Monday, 23 February 1987.*

(16636)

### Peripatetic Posts

**LIVERPOOL**
EDUCATION COMMITTEE
DEPUTY HEAD OF STRING TEACHING DEPARTMENT
Scale 3
Required for the PERIPATETIC MUSIC STAFF.
To commence Summer Term or as soon as possible thereafter.
Application forms obtainable from (SAE) and returnable to the Director of Education, Teaching Staff Section, 14 Sir Thomas Street, Liverpool L1 6BJ. Closing date: 26 January 1987.
Liverpool City Council is an Equal Opportunity Employer and welcomes applications irrespective of race, sex, marital status or disability.
(36693) 670000

**ISLES OF SCILLY**
COUNCIL OF THE ISLES OF SCILLY
ISLES OF SCILLY SCHOOL
St. Mary's, Isles of Scilly, Cornwall TR21 0JY
(Group 4, 1 form entry 11-16 Comprehensive)
Required as soon as possible:
Houseparents for the school boarding house on St. Mary's. Husband and wife team are sought to take responsibility for the welfare of the weekly boarding facility on St. Mary's. The posts are non-teaching posts and involve mainly pastoral activity with some light catering and cleaning duties.
Removal expenses are paid and the houseparents' flat is available and situated in the boarding house.
Further information is available from the Headteacher, to whom letters of application (with full C.V. and the names of two referees) should be sent by 28.1.87. (37967) 660000

### Miscellaneous

JOB HUNTING? CV's professionally produced, Tel: 061-861 8135 details.
(36195) 660000

**LEICESTERSHIRE**
Be a Courier this summer Austria, Switzerland and Germany.
To escort air holidays May to October.
German speakers to apply: Magnum Holidays, 7A Leicester Road, Blaby, Leicester LE8 3GR. 0533 777123. ABTA member.
(36355) 660000

**SUMMER JOBS ABROAD**
FOR CHILDRENS COURIERS
Experienced people, over 20, needed to organise activities for children on camping holidays in Europe, Mid-May to Mid-September.
Write giving full details to: Susan Marsh, Children's Couriers Dept., Eurocamp Travel Ltd., Tatton St., Knutsford, Cheshire WA16 6BG.
(37314) 660000

DIRECTORATE OF EDUCATIONAL SERVICES

## Residential Child Care Officer

**Swaylands School, Penshurst, Tonbridge, Kent TN11 8AU**

**Salary: RCCO 1 £6,045 – £6,441 per annum inclusive**

**Plus £11.22 per night for sleeping-in duties**

You will become part of a team responsible for all aspects of care in a school catering for the special needs of children with moderate learning and emotional difficulties. Previous experience in this type of work is desirable.

A relevant qualification would be preferable and a current driving licence would be an advantage.

The school is delightfully situated in 70 acres of grounds with good accommodation for a single person. A deduction of £619 per annum will be made for board and lodging charges.

**For informal enquiries please contact Mr M. Callaghan. Telephone 0892 870200.**

**Closing date 29th January, 1987 Ref. ADM/S/RCCO**

**Application forms and further details available from Mr K.P. Hyde, Headteacher, Swaylands School, Penshurst, Tonbridge, Kent, TN11 8AU. Telephone 0892 870200.**

(00536)

AN AUTHORITY COMMITTED TO EQUAL OPPORTUNITIES
LONDON BOROUGH barnet

## Educational Psychologists (Two Posts)

Salary: £10,170–£17,148

Applications are invited for two full-time posts in the County based at Stevenage and Hemel Hempstead. Both posts will be available soon after interview.

Applicants should have a good honours degree in psychology, adequate and relevant teaching experience and recognised training as an educational psychologist. Previous experience as an educational psychologist will be an advantage and starting salary will take this into account. Salary will be within the range £10,170–£17,148 plus London Fringe Allowance for the Hemel Hempstead post only, which is currently £282 per annum.

There are frequently full and part time vacancies in the Authority for locum appointments. The qualifications and salary range for these appointments are as indicated above.

Informal enquiries about the post, permanent or locum, may be made to the Principal Educational Psychologist, Miss D.A. Gibbs (Hertford 555759).

**Further details and application forms can be obtained from the County Education Officer (Ref: JWD), Education Department, County Hall, Hertford SG13 8DF, applications to be returned not later than Friday, 6th February, 1987.**

(16555)

Hertfordshire County Council
An Equal Opportunity Employer

**Lancashire County Council**
AN EQUAL OPPORTUNITY EMPLOYER

EDUCATION

## FULL-TIME EDUCATIONAL PSYCHOLOGIST

**Salary: Soulbury Committee Scale equivalent to the Burnham qualified teacher spine Scale 3 Point 4 to Headteacher Group 7**
**£10,170 to £17,148 per annum.**

Required by the Lancaster Area Team.

Must have honours degree in Psychology, teaching experience and post graduate training in educational psychology. Starting salary according to age and experience.

The post provides work in Primary, Secondary and Special Schools and Units and offers participation in Child Development Centres with pre school children.

Informal enquiries should be addressed to Mr P Buckley, Principal Educational Psychologist on Preston 263661.

**Application forms from the Chief Education Officer, Education Department, PO Box 61, County Hall, Preston PR1 8RJ. (SAE please). Ref: A1182/1/PJ**

Closing date: 2nd February, 1987.

(16520)

LONDON BOROUGH OF HAVERING
EDUCATION DEPARTMENT

## TEMPORARY EDUCATIONAL PSYCHOLOGIST

**Salary: £10,170-£17,148**
**Plus £726 London Weighting**

A temporary vacancy exists for up to a three month period commencing February 1, 1987.

The person appointed will be required to undertake the full range of School Psychological Service work as a member of a team of eight psychologists working within the Education Service and closely linked with the Advisory Team.

Applicants should be qualified, experienced teachers, who have a good honours degree in psychology and a recognised post-graduate training in educational psychology.

**Further details and application forms available from the Director of Educational Services, (Ref. Staffing/LG/315), Mercury House, Romford, Essex, RM1 3DR. Tel: Romford 66999 ext. 4551. Closing date 30th January 1987.**

(16565)

## Are you happy with the rewards for your hard work?

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| Gareth | 1981 | Physics Teacher | Salary | £11,338 |
| | 1986 | Financial Management Consultant | Earnings | £29,000 |
| Greg | 1983 | Music Teacher | Salary | £9,000 |
| | 1986 | Financial Management Consultant | Earnings | £27,000 |

No, it's not an easy route to untold riches, but a sales career in financial services *does* reward hard work and ability.

If you have a mind that thinks commercially, and an appetite for consistent hard work, come and look at the opportunities.

Either of the above two ex-teachers will gladly tell you his story.

**Telephone or write to Anthony Etkind, Allied Dunbar Assurance plc, Knighton House, 56 Mortimer Street, London W1N 7DG. Tel: 01-637 1076. (N.B. Greater London and Home Counties only.)**

*We are an equal opportunities group. Applications are welcome regardless of sex, marital status, ethnic origin or disability.*

(16552)

# MISCELLANEOUS continued

## Teachers

### A new career in management consultancy

**London** **Bristol** **Manchester**

Mercuri Urval Limited, the UK division of Mercuri Urval International, one of the foremost consultancies specialising in the assessment and development of personnel at all levels, now wishes to further expand its very successful operation.

Experience has shown that as a qualified teacher, you will have the background and personal qualities that can form the basis for a very successful career in management consultancy.

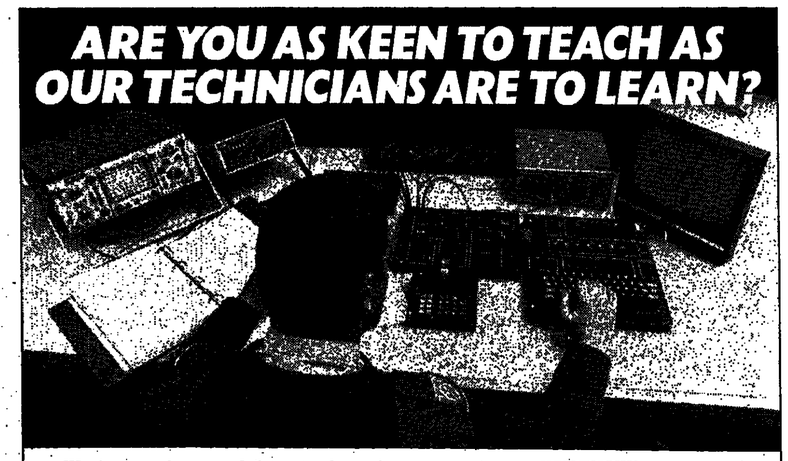
In return for your commitment, you will receive:–

★ Practical and theoretical training both nationally and overseas, programmed over 3 years.
★ Excellent salary package.
★ Outstanding fringe benefits including: choice of company car, non contributory pension, free life assurance and free medical cover.
★ Exceptional personal development through involvement at the most senior level within industry, commerce and the public sector.
★ Security and career opportunities in a rapidly expanding international organisation.
★ Membership of a young and highly professional team working from purpose designed offices.

**If you are interested in learning more, write with full personal and career details to Mercuri Urval Limited, Spencer House, 29 Grove Hill Road, Harrow, Middlesex HA1 3BN, quoting ref.: 828.**

Mercuri Urval

## ARE YOU AS KEEN TO TEACH AS OUR TECHNICIANS ARE TO LEARN?



We hope you're one of those teachers who thoroughly enjoy teaching. Who don't mind letting enthusiasm show.

Because we have some very keen and responsible pupils for you to train.

Our pupils are the RAF's technicians of tomorrow. Some of the brightest and most highly motivated young men and women in Britain with a voracious appetite for learning.

But without dedicated teaching their careers wouldn't get off the ground. And without our technicians neither would the RAF.

Hence the importance of your role as a Royal Air Force Education Officer.

What's more, we'll give you every facility to fulfil that role effectively.

You see, we believe in "hands on" teaching. Giving each pupil the chance to get to grips with the machine. Be it an oscilloscope or a jet engine, he'll learn more, quicker, if he's working in a small group.

But the instruction of the trainee technicians is only part of the job.

There are also numerous opportunities throughout the RAF for additional responsibilities, such as keeping all ranks – from airmen to officers – abreast of the continual advances being made in electronics, computer technology, radar, electrical and aeronautical engineering.

Advances which can only be applied effectively if they're taught effectively.

WHAT NOW?

You don't need to be a qualified teacher because if you're not already experienced, we'd teach you the art of teaching.

But you should have a degree in engineering, physics, mathematics or a computing discipline or you may apply if you have an HNC or TECHC in an engineering subject, together with a GCE 'O' level in English Language (or equivalent).

Alternatively, if you do have a teaching qualification it must be with mathematics or physics. We also have vacancies for linguists – especially German speaking.

You can apply for a 4 to 6-year gratuity-earning Short Service Commission or indeed, a commission for a longer period. Age on entry normally up to 39.

To find out more, call in at any RAF Careers Information Office (in the phone book under Royal Air Force) or write to Group Captain Paul Terrett, OBE, at (TG) Officer Careers (602/12/01), Stanmore HA7 4PZ, giving your date of birth and your present and/or intended qualifications.

**RAFOFFICER**
EDUCATION & TRAINING

The Armed Forces are Equal Opportunity Employers under the terms of The Race Relations Act 1976.

EDUCATION DEPARTMENT

## Traveller Liaison Teacher (Scale 3)

Required for Easter 1987 a suitably qualified and experienced teacher (Scale 3) to join a small team responsible for identifying, and assisting across, meet, the educational needs of gypsy and travelling children.

The appointment will be responsible for two of the seven education divisions of the County.

Some experience of working with traveller children and families is essential.

The County Council also has an attractive recruitment incentive scheme.

**Further particulars, including information about the recruitment incentive scheme and application form may be obtained from the County Education Officer (Ref: DM8/107), County Hall, Hertford SG13 8DF, telephone Hertford 555821, and these should be returned by 30th January 1987.**

Hertfordshire County Council
An Equal Opportunity Employer

## BUILD ON YOUR EXPERIENCE

**(Re-Advertisement)**

Books for Students, a leading supplier of books to schools and public libraries, are looking for

### TWO SALES REPRESENTATIVE ADVISERS

to cover the **South** of England.

The ideal candidates will be in their 20's or 30's with teaching or bookselling background. A working knowledge of our School Bookshop Scheme would be an advantage. They will need to be self-motivating and well organised.

We offer a competitive salary, a planned training programme and the use of a Company car.

**Please reply with full c.v. to Judy Foster, Personnel Co-ordinator, Books for Students, Bird Hall Lane, Heathcote, Warwick, CV34 6TB.**

**Books for Students**
**A Business of W H Smith & Son Limited**

DIOCESE OF LONDON

## DIRECTOR FOR LAY MINISTRY

The Diocese of London requires a Director for Lay Ministry including Christian Stewardship. This new post will have responsibility for the development, implementation and oversight of policies for lay ministry, and the staff currently involved in that work in the Diocese.

Applicants should be capable managers, with wide experience of education and training methods, and able to apply that experience to the development of lay ministry in an urban context.

The post is open to clergy or lay people who are communicant members of the Church of England.

The salary for an ordained person will be equivalent to that of a residentiary canon and for a lay person in the range £15,000–£18,000. Housing will be provided for an ordained person and assistance with housing for a lay person will be considered. The appointment will be for a period of five years (renewable). Assistance will be given with removal and relocation expenses.

**For further details write to the Archdeacon of Hackney, 71 Clayton Road, Harrow, Middx HA1 2LY. Closing date for applications is 31 January 1987.**



## MISCELLANEOUS continued

**DURHAM**
COUNTY COUNCIL
STAFF TUTOR
MICROTECHNOLOGY
CENTRE
Applications are invited for the post of STAFF TUTOR at the Microtechnology Centre. The Microtechnology Centre is a very significant element in the Authority's staff training programme. The successful candidate will support the Centre's Director in planning, programming and presenting training programmes across all parts of the curriculum. Monitoring and evaluation will also be key functions. The post is graded Lecturer Scale IV with Arts & Secretarial Conditions of Service.
Further details and application form returnable by Friday 30th January 1987, are available from the Director of Education, County Hall, Durham DH1 5UJ on receipt of a stamped addressed envelope. (4264601 360096

**MORTGAGE BROKING**

We are an established firm of mortgage brokers/insurance consultants, and our continued development means that we now have positions available throughout the country for high calibre men and women to act as financial consultants, advising on house purchase, mortgage and re-mortgage facilities and associated insurance contracts.

Experience is not necessary, as full training will be provided, but above average levels of ability, integrity and self-motivation are essential.

For an application form and full details of those interesting and rewarding positions, which can be either full-time or part-time, please write to Hambleton Financial Services, Hambleton, Northallerton, Danby Wiske, North Yorks DL7 0NH. Tel: 0609 (Yo365 (37974) 660000

**SUMMER TEACHING JOBS IN AMERICA** – work on American children's camps, mid June to end August; age ad under 'Holidays and Accommodation'. (55440) 660000

**U.S.A.**
COACH SOCCER IN U.S.A.
Coaching opportunities with Gt. Britain - Buckeye Soccer in U.S.A. Expenses covered.
Send for details with C.V. to Greenwoods Ltd., 896 Leeds Rd., Windhill, Shipley BD18 1EZ, West Yorkshire. 660000 (37436)

**SHROPSHIRE**

SPORTS DEVELOPMENT OFFICER

SALARY BURNHAM Scale 2/3 (maximum £12,627)

Required from 1st April 1987 if possible.

This is a new post established by the Shropshire County and District Committee with the support of the Sports Council and Football association.

Further details and application forms may be obtained from the County Education Officer, Education Dept., Shirehall, Abbey Foregate, Shrewsbury SY2 6ND (SAE).

Closing Date: 3rd February 1987. (37955) 660000

## Examiners

**SOUTHERN EXAMINING GROUP**

GCSE EXAMINATIONS TO BE HELD IN 1988

The Southern Examining Group invites applications for SENIOR EXAMINER appointments in ART AND DESIGN in each of the following areas of study:

Art and Design (Undecorated)

Art and Design (Drawing and Painting)

Art and Design (Textiles)

Art and Design (Three-Dimensional Studies).

Applicants for all four posts must have a degree or equivalent qualification in a relevant subject, a minimum of four years' recent relevant teaching experience, and should have examining experience at an appropriate level. Applications covering more than one area of study will be considered. Duties will commence immediately after appointments have been made.

Further details and application forms may be obtained from The Visual Arts Department, Southern Examining Group, Central Administration Office, Stag Hill House, Guildford, Surrey GU2 5XJ. Completed forms should be returned not later than three weeks after the appearance of this advertisement. (37973) 660000

## Outdoor Education

**BERKSHIRE**
RHOS-Y-GWALIAU OUTDOOR EDUCATION CENTRE
Rala, North Wales
Required for April, 1987 for this well established Centre which serves Berkshire Schools, a Deputy Head. Group 4. The person appointed will have particular responsibility for the further development of courses and resources for Primary Schools and environmental education.
Closing date for applications 6th February.
See advertisement under Primary Deputy Heads.
Berkshire has a scheme of reimbursement of lodging and removal expenses.
An Equal Opportunity Employer. (36582) 680000

**COURTLAND CENTRE**
Biology, Geography & Adventure Activity Courses for junior, middle and higher education. Self run or fully tutored by our qualified staff. Coastal to Dartmoor. Free preview weekends. Contact The Director, Courtland Centre, Kingsbridge, S. Devon TQ7 4BN. Tel: (0548) 550257 (36125) 680000

**DEVON**
SKERN LODGE OUTDOOR CENTRE
Site professionals in Outdoor Education. Single or Multi-Activity and/or Field Study Courses for groups or individuals. For the best in instruction, equipment, facilities and value for money, see Andy on Bideford (02372) 73999 or write to Skern Lodge, Appledore, Bideford, Devon EX39 1NG.
See our advertisement on Page 24. (12753) 680000

**DEVON**
Children's holiday centre in Bath requires supervisors during July/August. Suit trainee or young qualified teachers. Coaching qualifications in following sports an advantage:- archery, small bore rifle, tennis and football. Bronze medallion life saving also an advantage.
Also required experienced minibus drivers aged 21+ and experienced and qualified instructors for rock climbing/abseiling, caving and canoeing.
Please send S.A.E. for details to ISCA Children's Holidays, Bonnaford, Brentor, Tavistock, W. Devon. (37010) 680000

**DEVON**
COURTLANDS CENTRE
Instructors, qualified RYA (dual, canoe/climbers BCU, S/T. Experience in a range of other activities and a clean driving licence essential. Min age 21 years. Vacancies April to Sept., Easter, Whit. and July to Sept.
Apply with c.v. and photograph to: The Director, Courtlands Centre, Nr Kingsbridge, S Devon TQ7 4BN.
Biology & Geography Field Courses. Studying coast, river, marsh, woodland, Dartmoor, towns, tourism, land use, with quantitative & statistical analysis as appropriate. ADVENTURE COURSES. Canoe, sail, ride, assault waterski, climb, caves courses & more. Integrated with field work if desired. Tailor made courses.
Contact: The Director, Courtlands Centre, Nr Kingsbridge, S Devon TQ7 4BN (0548) 550227. (36569) 680000

**LLANDUDNO**
TY'N-Y-GRODYR ACTIVITY CENTRE
Llandudno courses in Env. Residential courses in Env. Studies, all Outdoor Pursuits (inc. sailing) and P. Studies. for Primary, Secondary, Y.P.S. etc.
Courses planned for you, with you or by you.
Details 0492 75822. (04663) 680000

**FIELD STUDIES COUNCIL**
Applications are invited for the following:-
(1) THE DRAPERS', Betws-y-Coed, Gwynedd - post of Biologist and/or Environmental Scientist.
(2) EPPING FOREST CONSERVATION CENTRE, Loughton, Essex - tutor in Geography and Ecology.
(3) JUNIPER HALL, Dorking, Surrey - tutor in Geography and Ecology.
(4) MALHAM TARN, Settle, N. Yorkshire - post of Biologist.
(5) MALHAM TARN, Settle, N. Yorkshire - tutor in Geography.
Applicants should have an honours degree in the appropriate subject; preference will be given to those with an educational qualification and/or teaching experience.
The successful candidate will be expected to teach a wide age-range of students with varying ability as the above Field Centres take students from Juniors, G.C.S.E., C.P.V.E.(., 'A' level through to adult amateurs.
Salaries range from £4,905 - £6,714 (depending on previous experience) plus free board and lodging.
Appointments s.s.a.p. but in any case not later than 1st May, 1987.
Forms and further details from The Director, Field Studies Council, Preston Montford, Montford Bridge, Shrewsbury SY4 1HW. Closing date for applications: 9th February, 1987. (37485) 680000

**GLOUCESTERSHIRE**
Mountbatten Training is seeking a Warden for a large activity centre at Painswick, near Stroud, Gloucestershire.
This is to be a major appointment within a growing organisation. The centre offers a wide variety of programmes, courses and holiday opportunities to children and young people from many backgrounds.
The post is fully residential with excellent accommodation and includes emoluments.
The centre is in its early stages of development, the applications are invited from senior people with both extensive residential and management skills and the necessary drive and foresight to continue the centre's growth.
Letters of application and full C.V. to:- Mountbatten Training 36a Milton Street, Northampton NN2 7JF. (37991) 680000

**NEXT SUMMER IN AMERICA**
CAMP AMERICA offers teachers, nurses and students over 18 years of age the opportunity to be a camp counsellor for 9 weeks to teach sports, arts and crafts in an American summer camp. Benefits include FREE return flight, FREE board, pocket money and up to 6 weeks free time. Write NOW to CAMP AMERICA, Dept. TS, 37 Queens Gate, London SW7 or call 01-581 3278. (31304) 680000

**NORTH YORKSHIRE**
BEWERLEY PARK CENTRE FOR OUTDOOR EDUCATION
Pateley Bridge, Harrogate
GROUP TEACHER
To start Easter 1987, with either an all-round ability in outdoor pursuits with expertise in one activity or have interest in Environmental Studies with aspects of working with primary children. Post is residential with board and lodgings given in exchange for extra-mural duties. Salary Burnham Scale 1.
Applications, returnable 30.1.87, from County Education Officer, Room 805, County Hall, Northallerton DL7 8AE. (S.A.E.). (36585)680000

**QUALIFIED INSTRUCTORS** in Outdoor Activities required for February - October 1987. Our particular need is for RYA qualified male and/or female instructors. Drivers only apply. Skern Lodge, Appledore, N. Devon. Tel: 0237 475982. (37328) 680000

**SKI INSTRUCTORS** required for 1-2 weeks work, 14th to 27th February in Europe. Ring Rebecca 01-340 7789. (36494) 680000

**SUMMER TEACHING JOBS IN AMERICA** – work on American children's camps, mid June to end August; age ad under 'Holidays and Accommodation'. (55445) 680000

**WATERSPORTS INSTRUCTORS** Wanted to instruct School groups in Brittany, France, and Costa Brava, Spain from May to September, 1987. Must be qualified or experienced in one or more of windsurfing, canoeing, dinghy sailing. For further details and application form write and send C.V. to:- Mountbatten Holidays, 14 Brother Street, Carlisle. (37095) 680000

## English as a Foreign Language

**BERKSHIRE**
RESIDENT POSTS
Available for qualified and experienced EFL teachers also willing to assist with sporting activities on 4-week residential Courses this Summer for children aged 11-16.
Details from:- Vocational Studies, Poppyns' Oak, Tydehurst, Newbury, Berkshire RG14 6JT. (37475) 700000

**LONDON AND EAST ANGLIAN GROUP FOR GCSE EXAMINATIONS**

East Anglian Examinations Board
London Regional Examining Board
University of London School Examinations Board

**General Certificate of Secondary Education Examination**

Applications are invited for the following appointments for the June 1988 and, if appropriate, the following winter examinations. Applicants should be graduates or hold appropriate qualifications and should be under 65 with five years' recent teaching experience. Examining experience is essential for Chief Examiner posts. Application forms and further details may be obtained from the addresses indicated below to which completed application forms should be returned by 10 February 1987.

**Chief Examiner –**
**Science (Combined Biology, Chemistry, Physics).**

Applicants should have qualifications and experience in Chemistry, and be familiar with integrated approaches to Science teaching.

**Chief Examiner –**
**Science (Modular) – two posts**

Applicants should have qualifications and experience in the general areas of Chemistry and Biology in an applied/everyday/practical-based context.

For each of these syllabuses, there will be a team of three Chief Examiners; Chief Examiners are also appointed for coursework assessment.

**Chief Examiner –**
**Science**

**Assistant Chief Examiners –**
**Science Science (Modular), Science (Combined Biology, Chemistry and Physics), Science (Syllabus N)**

Details from: The Secretary, London Regional Examining Board, Lyon House, 104 Wandsworth High Street, London SW18 4LF.

**Chief Examiner –**
**Home Economics (Home and Family) (Re-advertisement)**

**Chief Examiner –**
**Law (Re-advertisement)**

**Chief Examiner –**
**Chinese (Re-advertisement)**

Details from: **The Secretary, University of London School Examinations Board, Stewart House (Room 215), 32 Russell Square, London WC1B 5DN.** (Previous applicants need not re-apply; since their applications will be reconsidered with any new ones received. (00517)

**THE SOUTH-EAST REGIONAL EXAMINATIONS BOARD**
for the Certificate of Secondary Education

## ASSISTANT EXAMINATIONS OFFICERS (Mathematics and Science)

Salary: N.J.C. Principal Officer Range, Points 34-41: £12,297 – £14,862 per annum.

Date of appointment: 1st May, 1987.

Two vacancies exist for Assistant Examinations Officers, one in Mathematics, one in Science-related subjects. They will form part of a team which is responsible for conducting the work of the Board and of the Southern Examining Group within the South-East Region. Each member of the team supervises a group of G.C.S.E. subjects, overseeing the examination and moderation of the subjects concerned. There is also substantial liaison with teachers, schools and L.E.As with respect to the Board's activities.

Applicants should preferably have had experience in secondary schools and of preparing pupils for C.S.E. and/or G.C.E. 'O' Level examinations in the subjects concerned.

The posts are available on a permanent basis, but the Board is willing to consider secondment where an applicant so desires. Assistance with removal expenses will be available.

Application forms and further particulars from:

The Secretary, The South-East Regional Examinations Board, Beloe House, 2/10 Mount Ephraim Road, Royal Tunbridge Wells, Kent, TN1 1EU. (Tel: 0892 35311)

Completed applications should be returned by 2nd February, 1987 (16528)

EDUCATION DEPARTMENT

## Cuffley Camp Deputy Warden

Cuffley Camp is a schools' camp for primary age children. Owing to the retirement of the Deputy Warden this post falls vacant for the 1987 season. The postholder will take up duties on 1st April 1987 and will finish the season towards the end of August. The post is residential and applications are invited from suitably qualified and experienced teachers. A scale 1 or scale 2 post is available.

**Application forms and further details are available from the County Education Officer (Ref: DM8/109), County Hall, Hertford SG13 8DF, telephone Hertford 555821 and should be returned by 6th February 1987 with a self addressed envelope.** (16573)

Hertfordshire County Council
An Equal Opportunity Employer

**SRA** SCIENCE RESEARCH ASSOCIATES LIMITED

The educational subsidiary of IBM

**Publishers of Materials of Instruction for Schools and self-study courses for IBM customer education.**

A vacancy has occurred in the South East of England for a

## MARKETING REPRESENTATIVE

to promote our Self-study courses to IBM customers.
We offer:
1. An attractive annual remuneration package.
2. A company car and expenses.
3. First class employee benefits, including contributory pension scheme, life assurance and BUPA medical insurance.
4. A chance to join a progressive company.
5. In addition to all public holidays, 25 working days annual leave.

The person we are looking for should be:
1. An enthusiast who can demonstrate new and exciting learning systems (an interest in computers would be an added advantage) and explain the benefits of the company's wide range of educational self-study courses to IBM customers.
2. A qualified teacher with at least three/four years experience.
3. Already living in the area in order to visit customers in parts of the London area, Essex, Hertfordshire, Kent, Norfolk, Suffolk and Bedfordshire.

**If you are interested in the challenge this position offers please write briefly in the first instance indicating why you feel you are suitable for this post to:**
**Brian Preston, Managing Director**

**SRA** SCIENCE RESEARCH ASSOCIATES LIMITED
Newtown Road, Henley-on-Thames, Oxon RG9 1EW (16512)

The Board invites applications for the post of

## Co-Chief Examiner for Computer Science (643) at Advanced Level

for the June, 1988 examinations, to be responsible for Paper 1. Duties to commence Spring, 1987.

Applicants should have a degree or equivalent qualification in a relevant subject, a minimum of four years recent relevant teaching experience and experience of examining.

**Further information and application forms may be obtained from The Secretary General (A5), The Associated Examining Board, Stag Hill House, Guildford, Surrey GU2 5XJ to whom completed forms should be returned no later than 10th February, 1987.** (05124)

The Associated Examining Board
AEB

## ENGLISH AS A FOREIGN LANGUAGE
continued

### BOURNEMOUTH

**RSA COURSES AT ITTC**

Learn to teach English as a foreign language at the International Teacher Training Centre, Bournemouth. The Centre runs regular 4 week introductory courses leading to the Royal Society of Arts Preparatory Certificate in Teaching English as a Foreign Language. For details write to ITTC, 674 Wimborne Road, Bournemouth or Tel: (0202) 525337. (92528) 700000

**E.F.L. SCHOOL**, S. Coast, requires Dir. of Studies, view EUTL partnership. Replies write to Box No. TES 00647, Priory House, St. John's Lane, EC1M 4BX. (37458) 700000

### EAST SUSSEX
EFL VACANCIES
Qualified/experienced teachers required June to August for British Council all year school.
Full C.V. to The Principal, ESH, 32 Hyde Gardens, Eastbourne, East Sussex. (36404) 700000

### EFL AGENTS

EFL teachers working abroad wanted as agents for new language school in Central London.

General/Business/Summer Intensive courses.

Family accommodation. Commission offered.

Nightingale Studies, Nightingale Centre, 8 Balham Hill, Balham, London SW12 9DS. Tel: 01-673 5611. (36672) 700000

### KINGSTON & ISLEWORTH
EFL teachers required for short stay language courses in February/April at our Kingston and Isleworth (near Richmond) centres.
Applications to Stephen Blewitt, EST LTD, 14-18 Norman Road, St Leonards on Sea, East Sussex TN37 6NH. (46273) 700000

### LONDON W1
Private School requires EFL Teachers.
Write Box TES 00648, Priory House, St John's Lane, EC1M 4BX. (36427) 700000

### QUALIFIED EFL TEACHERS

**FEBRUARY/MARCH**

Required for French students in Braintree, Chelmsford, Croydon, Welwyn, W.Wickham, Woodford and for Japanese students in Richmond, Hertford, Welwyn, Woodford. Experience in teaching each nationality a distinct advantage.

For details send name/address on postcard to Eurolanguage (Ref TMS), Greyhound House, 23/24 George Street, Richmond, Surrey TW9 1HY. (37313) 700000

### SPAIN
Qualified EFL teachers required for our language schools in Las Palmas and Madrid. Suit keen young TEFL professionals who are (reasonably) well-presented - i.e. no 'drop-out' interviews possible England or Spain.
Write with full C.V. to: Steve Brent, Embassy School of England, 7 Warrior Square, St. Leonards on Sea, East Sussex, England. (36595) 700000

### SUMMER EFL TEACHERS

Nord-Anglia International is one of the major providers of short-term vacation English courses for overseas students with over eighty centres in the U.K.

We require teachers (of graduate status) to combine English teaching with participation in sports and social events (from early July) at our centres in Edinburgh, Glasgow, Yorkshire, the North West, Oxford, Cambridge, Greater London, the South West, North and South Wales and Kent.
Teachers with better qualifications and experience may be appointed at higher salary as Course Directors.

Send for further information to Nord-Anglia, Broome House, 152 Palatine Road, Didsbury, Manchester 20. Tel: 061-4347475. (37936) 700000

The *Bell* School of Languages

*Temporary Teaching Staff Summer 1987*

Staff are required to teach on residential and non-residential adult courses in Cambridge. Applicants must have ELT qualifications and experience. Closing date for applications 6/2/87. Interviews will take place late February/early March (except for applicants from overseas).

Further details and application forms are available from:

The Principal
The Bell School of Languages
1 Red Cross Lane
Cambridge CB2 2QX

Telephone: (0223) 247242 extension 28

**LONDON BOROUGH OF MERTON**
**EDUCATION COMMITTEE**
MERTON IS AN EQUAL OPPORTUNITIES EMPLOYER
All applications will be considered on their merits.

SCHOOL: Language Support Service
ADDRESS: Morden Hall, Morden Hall Road, Morden SM4 5HY
TEL: 01-540 7969
TEACHER ADVISER: Mrs. M.M.L. Cooper, B.A., M.Ed.

**SCALE 2 PERIPATETIC ESL TEACHER**

(for primary age range) required from Easter or sooner if possible, to join a lively co-operative team. The work involves withdrawal teaching, classroom support and in-set activities. Candidates should have had good classroom and ESL teaching experience and additional in-set qualification. Essential car user allowance available.

CLOSING DATE: 30th January, 1987.

Application forms and further particulars of the post are available from the Teacher Adviser at the above address. Please enclose stamped addressed envelope. (16578)

## English as a Second Language

### BARKING & DAGENHAM
LANGUAGE UNIT
Rear of Station Parade, Barking, Essex
Required for March or April, 1987, BILINGUAL ESL SPECIALIST, Scale 2 plus £1,110 per annum Inner London Allowance.

This is the last of four appointments being made to form a team of Bilingual Teachers working mainly in Infants Schools. The successful applicant would be asked to organise bilingual oral development of Urdu/Punjabi teachers mainly through calaborative teachinbg. Bilingual teachers with infant experience and an interest in laugauge development would be valued applicants.
Application forms and further details available from the Chief Education Officer, Town Hall, Barking, Essex.
Closing date: 29th January, 1987. (36597) 710000

### BARNET
LONDON BOROUGH
REQUIRED APRIL 1987 or earlier if possible.
Multicultural Education and Language Support Service - Scale 2 full-time permanent teachers to join the Primary and Secondary teams of this expanding Service. Teachers are attached to schools primarily to assist pupils learning English as a Second Language, but may also assist schools in implementing the Borough's statement on multicultural education.
Applicants should have a relevant qualification e.g. R.S.A. Dip. TESL (in Multicultural Schools) and/or substantial experience of teaching multilingual classes in British schools. A working knowledge of a community language, though not essential, would be of value.
Removal expenses and separation allowances available.
Application forms and further details (s.a.e. please) available from and returnable to the Director of Educational Services, Town Hall, Friern Barnet N11 3DL by 30th January, 1987. (37465) 710000

### CROYDON
LONDON BOROUGH OF CROYDON

EDUCATION COMMITTEE

English as a Second Langage, Secondary Team, ESL/Section 11, Croydon

Applications are invited from Secondary teachers with relevant experience and/or qualifications in teaching English as a Second Language. Full time and/or part time teachers considered. The successful applicant may be required to work in more than one school.

Teachers applying for a Scale 2 post should indicate what contribution they can make to the ESL/Section 11 Service in Croydon (part time work is not available for Scale 2 posts).

Salary: Scale 1 or 2 (depending on experience) plus Outer London Allowance.

Tenable: April 1987.

Application form and further details from J.M. Bell, M.A., Director of In-service Training and Curriculum Development, Davidson Centre, Davidson Road, Croydon CR0 6DD. Tel: 01-655 1299.

Please quote ref ESL/JH.

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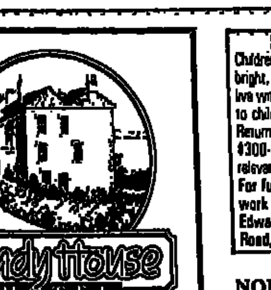
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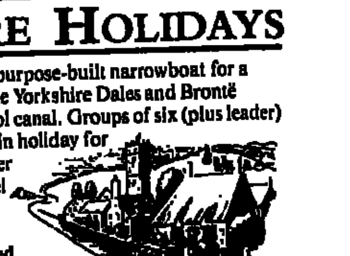
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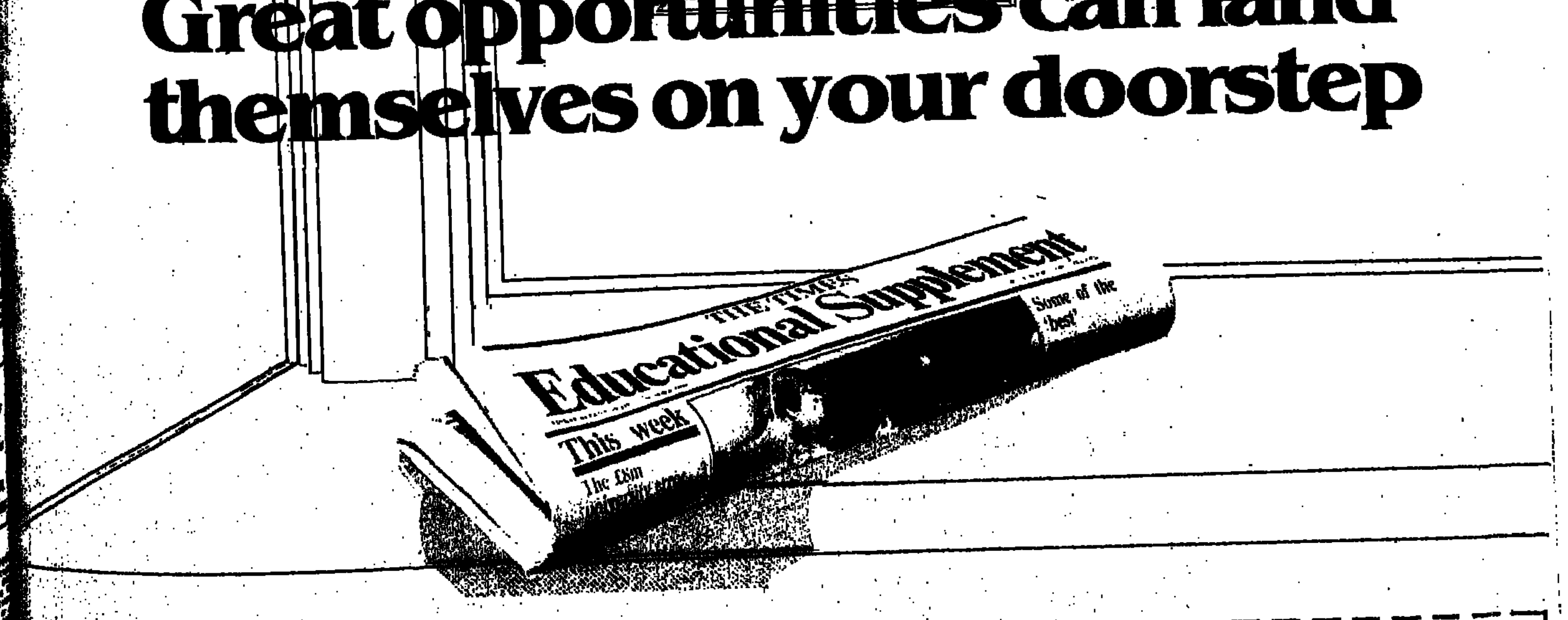
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